

# Break

## Candidates for exams

Barely had Sir Keith Joseph hammered the last nail into the Schools Council's coffin (not very effectively - the lid keeps popping up again) than rumours started flying about who would chair the newly created Examinations Council.

It is no simple task to find someone acceptable to the Education Secretary, his bewhiskered sidekick and the stage army of the education world. But one or two candidates have already "emerged".

The hottest tip is Dr Arthur Hearden, secretary to the Standing Conference on University Entrance. Critics might consider him incurably tainted by his long association with the university world. But they would do well to look back at his career, which has something for everybody.

The child of Northern and Southern Irish parents (see what I mean?) Dr Hearden has degrees from both Oxford and Cambridge. A modern languages graduate, he has spent 15 years teaching in British classrooms (mostly at Aldenham School), one at a French lycée and one at a variety of German schools. Then there were spells at Oxford University's Department of Education, where he acquired his doctorate and wrote a book for the Schools Council, and at London University's Institute of Education.

His time in West Germany has left him with a profound respect for that country's record on vocational education and a longing for a broader sixth form curriculum. But he thinks Germany could learn from our system of external exams. "In a society which is enormously competitive and trying to redress social injustice, you need an impartial system," he said this week.

But, while he may be a champion of external exams, that does not



Dr William Taylor Professor Dennis Lawton Professor John Eggleston

## The lure of London

The next desirable vacancy is the one opening up at the Institute of Education at London University, when Dr William Taylor leaves his post as director in September next year.

The good news about the job, controlling the largest education department in the country, is that it is highly influential. The bad news is that it is a pretty heavy administrative slog, with all those students and staff to organize, and the university's formidable committee structure.

What makes the challenge even more formidable is having to step into the shoes of Bill Taylor who, with what some of his friends fear is a touch of masochism, will be moving even deeper into that committee world in his new job as principal of the university.

Apart from his outstanding talents as speaker and writer, the stewardship which he has mastered in university politics must have been useful when the hatchet men were looking for cuts.

In many people's books, the most obvious and eminently well-qualified successor would be Taylor's present deputy, Denis Lawton, a curriculum king who already carries plenty of weight on his own account. But if he decides, as has been rumoured, that he does not want to give his life up

Brian Cox, professor of English at Manchester University. Professor Cox electrified a conference of the National Council for Educational Standards recently by telling them about reds under the Eng Lit syllabus. Soon there would be no more Shakespeare and Milton, he said, because they were purveyors of bourgeois ideology.

Professor Cox would probably look benevolently on a grouped exam certificate for 16-year-olds, long a wrinkle in Rhodes Boyson's eye and now set to have kindled a spark in Sir Keith Joseph's. But it would be goodbye to the 16-plus.

## Esoteric rhetoric

As a specialist newspaper, we probably run our share of esoteric angles on major stories, but the current issue of *The EFL Gazette* is in a class of its own in this respect.

In an eloquent leader under the title of "When words fail," this journal for teachers of English as a foreign language tears into the Thatcher Government for its conduct of the Falklands conflict - on the pragmatic grounds that it has cut off the supply of South American students coming to this country to learn English.

This is the culmination of a statesman-like burst of rhetoric, which takes in Clausewitz - "war is the extension of politics by other means" - and goes on: "To put it simply, when words fail us, war breaks out. Words, of course, are the very stuff of the EFL profession."

As purveyors of words "and exponents of communication," you feel entitled to deplore not only Giscard's "cynical disregard for the norms of international communication" but also the Thatcher Government's "wilful refusal to negotiate a ceasefire and a peaceful resolution of the conflict."

Worse is to follow. Mrs Thatcher's intransigence on the crisis is just the latest in a series of items - last year's riots, the Hunger Strikes, racial tension and "the more unpleasant aspects of British political life" - seen to be damaging Britain's public image abroad. Which is, they persuasively conclude, "one of the major factors in the decline of EFL in this country."

## Personal column

Ted Wragg

### Powerful predators

I cannot help feeling that the balance was somehow wrong during coverage of the World Cup. I only wanted to see the actual games, but star treatment was accorded to the panels, and one became more concerned about whether Jimmy Hill's leg injury would respond to treatment in time for the vital pre-match discussion.

The same sense of imbalance is provoked by the literature I receive on whether education should be centrally or locally financed. What is more important is that it be decently funded and firmly in the hands of people, lay or professional, who care more about the nation's youth than personal power or prestige.

This raises the question whether local government is now capable of running so important, complex and indeed costly a service. So far as administration is concerned I have great respect for chief education officers, their senior assistants and advisers who have handled contraction with considerable skill and been given too little credit.

It is the politically-elected members that worry me most, because in recent years the hard-working representative and servant of the local people, so common in our history, seems, like the brown squirrel, to have given way to a more powerful predatory species.

I am delighted, therefore, that David Attenborough has devoted the last programme of his *Life on Earth* series to the topic "Is there intelligent life in Swinshire Education Committee?" The keen scrutiny of David's ever-probing camera lens will reveal that what is often regarded as a teeming mass of random activity is actually a highly-organized social system with clearly defined roles and a rigid hierarchical structure ruled by superordinate elders like Councillor Bentley (*porcus maximus*), Councillor Ramsbottom (*porcus cretinus*) and Councillor Agnes Headbanger (*porcus frigidus*).

Whereas other members sometimes declare an interest and leave, these three declare an obsession and stay. Opening shots will show that *porcus maximus* has been greatly misunderstood by earlier generations of zoologists. The story that Councillor Bentley, in his capacity as chairman of parks and amenities, when faced with a request for £1,000 to purchase a gondola for Swinshire Park's great lake, proposed that the committee should buy two so that they could breed, is entirely malicious and fabricated by his arch-rival *porcus cretinus*.

More relevant to the theme of racial harmony, Sir George told a story about how he and his wife used to foster West Indian children, and helped to run a playgroup in Lambeth. It was his wife's job to take a car load of children to the playgroup. One morning, in a tearing hurry, she inadvertently crossed a red light. An enormous lorry screeched to a halt and the driver shouted: "Don't you know when to stop?" She yelled back: "They're not all mine."

The afternoon's entertainment was devised by Ian Hall, director of the Bloomsbury Society "for the advance of accord among all peoples through the arts and education". Mr Hall, a Jambouyant Oxford-educated black of Guyanese origin, and former music teacher and "multicultural" adviser, was warmly greeted by Dame Anna for his hard work, energy and high ideals.

### Aristides

Next week

Arts in general education: the problem that teachers people how to look at, feel and do something about their surroundings.

Books: Lindsay Boynton reviews two new studies of eighteenth century Britain; Brian Davies reviews some new books about multicultural education; Paul Appleton on Riegan.

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His enemies, in a further attempt to discredit him, also invented fiction that he once visited a school and complained to the head that the boys' cloakroom was too small. Whether the current Burnham award is recorded.

In the main part of this I shall see how half the country belong to the declining species *porcus bonus*. These are people of political parties who work hard, have a genuine interest in their teachers and schools. They have trouble to inform themselves what is happening in education and represent all their constituents in the best tradition of local democracy.

The next group to appear on screen are the clones (*porcus eras*). On the Richter scale of their score nine, where 10 is classed dead. Most normal signs of life missing. Respiration is barely perceptible and reproduction has a faint memory. The standard test for identifying *porcus eras* is to use the phrase, "All those in lower whereupon a primordial reflex in the id sends their right arm up in the air."

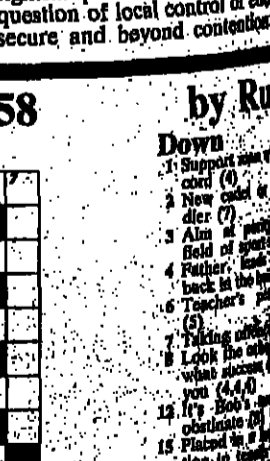
The genus *porcus malinus* more popularly known as the Yaff Hammens because of their scowping of the teaching profession, as a plea when redundancies or incompetencies are being discussed. They are recognizable by their high pitched screech "Sack them, sack them" or, when resources are being assigned, their longer cry, "A bit of bread and no cheese". Their natural habitat is a playground.

On the other hand the commonest of *porcus lapidarius*, so called because he is perpetually stoned. He is of special interest because he usually sits next to his close neighbour, *porcus bicapitus* or two-faced worker, who votes for every measure and then turns round condemning the actions of the other committee.

David Attenborough's brother Richard is said to be interested in filming musical works. He is currently filming *Carry on Swinshire* with Ben Lewis as Councillor Bentley and Kenneth Everst as Councillor Agnes Headbanger, plus a brief cameo appearance by Education Minister William Shelton as the Mayor. With luck it will help to raise the lovely brown squirrel to the rightful prominence, and make the question of local control of education secure and beyond contention.

by Ruth

### TES Crossword No 58



Across

Down

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## Accountants to examine schools Teachers resist efficiency study

by Richard Garner

One of Britain's lowest spending local education authorities has called in accountants to carry out an efficiency investigation into its schools, colleges and education administration.

Tory-controlled Dudley Council has agreed in principle to the exercise but teachers' organizations have said they will refuse to cooperate with it.

Mr Chris Holden, secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "We are pretty firm. We are not going to allow these people into the classroom."

At first, the accountants, Price Waterhouse and Co, were engaged by the authority to investigate the administration of the education department as one of a series of exercises they were conducting throughout the different departments of the council. This investigation has begun.

However, the Tories, who were returned to power with an absolute majority after this year's local elections, have now extended the scope of the inquiry to cover schools and colleges as well. This investigation is expected to begin in September.

Price Waterhouse are charging £30,000 for the education administration investigation and have said that the total savings would be much higher than that figure. Councillors say that savings in other departments as a result of their investigations have been "substantial".

No fee has yet been fixed for extending the investigation into schools and colleges but the same principle will apply with the accountants respecting to find savings in excess of the fee.

In a report, already agreed in principle by councillors, the accountants say their investigation will:

- Examine the policies and methods used in determining staffing levels in the school systems;
- Review the reaction of the authority to changes in the school population created through either birth rate decline or geographic shift of population;
- Examine the authority's procedures used to identify surplus teaching staff and their redeployment;
- Review the authority's use of supply and peripatetic teachers;
- Examine the administrative tasks undertaken by teaching staff;
- Examine the capitation funding for schools and determine what this covers in theory and in practice;
- Analyse levels of funding provided by parent/teacher associations and the uses to which funds are applied;
- Examine the curriculum analysis for secondary schools to determine if very small classes are being supported; and
- Review the policy of the authority on the provision of nursery schooling.

In addition, the report says (the administrative review will include an investigation of "the range of returns to external bodies which include financial returns, general and specific statistical returns and milk and meals return").

Teachers' leaders are alarmed at the prospect of accountants making decisions on educational matters. They say the council should not have considered the idea while it was awaiting a report from HM Inspectors on its education service.

Representatives of all the teachers' organizations have now met councillors to discuss the scheme and are now consulting their national leaders before meetings in September.



Where there's brass: a section of the Penryn School Brass Band taking part in the Festival of Music for Youth at the Queen Elizabeth Hall, London. The festival is sponsored by the Association of Music Industries, Commercial Union Assurance, the Rank Organization and *The TES*. Reports, pages 21 and 40.

## Academe dismissed as irrelevant

by Nick Wood

Academic subjects have no place at the centre of the school curriculum, a professor of education said this week.

English, mathematics, science and modern languages are not relevant to the needs of all pupils and should be optional, said Professor Malcolm Skilbeck, director of studies at the Schools Council and head of the Department of Curriculum Studies at London University's Institute of Education.

In a speech to teachers and subject advisers, meeting at the University of York, he was sharply critical of the secondary school curriculum.

Professor Skilbeck said: "We need more emphasis given to those students who are not part of the

academic minority - the success stream. This is perhaps the greatest deficiency of secondary school. Curricula are irrelevant to a very substantial part of the population.

"They are still too subject-structured, academic, cognitively unimaginative and unstimulating for many pupils - perhaps a majority of those beyond the age of 13."

"The time has come for a radical overhaul of the curriculum framework."

Professor Skilbeck put forward a four-point plan for a core curriculum:

- Practical pursuits such as craft and technology, small group work and personal budgeting;
- Health education and physical

education;

□ Forms of expression in various media such as graphics, drama and music; and

□ Inter-personal relations.

Academic subjects and the skills of basic numeracy and literacy were important, he said, but were overrated and occupied too much valuable curriculum time.

The meeting, organized by the Centre for the Study of Comprehensive Schools, was told also that children should be the "starting point" for devising a new curriculum.

Professor Skilbeck said the teacher's job then was to build a curriculum, balancing the pupils' wishes against those of other groups, such as parents and employers.

## Cold water on survival theories

by Bert Lodge

Survival awards, which school age swimmers are currently winning at the rate of 4,000 a year, could lead to death by drowning rather than prevention of it, warns the Royal Society for the Prevention of Accidents.

Mr Tom Sanders, RoSPA water safety adviser, explains that the techniques for survival tests were devised in the warm waters of the Pacific. Research has shown that in Britain's cold waters doing nothing except keeping warm is more of a survival strategy than the instinctive reactions of striking out for safety, unless this is only a short distance.

To test the bronze, silver or gold

"proficiency in personal survival awards" of the Amateur Swimming Association, candidates have to swim certain distances, get their clothes off in the water, tread water, dive through submerged hoops and simulate diving off a sinking boat.

Mr Sanders is supported by Mr Clive Patrikios, senior national development officer of the Royal Life Safety Society. Writing in the *Swimming Times*, he points out that almost 800 of the 1,000 drownings which occurred in 1980 were in open water.

Instruction in ways of conserving warmth in the water was more likely to save lives than present exercises.



## PAT membership urged to adopt strike-breaking policy

Richard Garner

The 22,450-strong Professional Association of Teachers will be urged next week to change its policy of not undertaking the duties of colleagues taking industrial action, to one of "positive action" which would include taking the classes of teachers who are engaged in industrial smeltings.

The move will be made at the association's annual conference at Avery Hill College, South London, next Wednesday by its Hareford branch.

Mr David Downes, Hareford secretary, said this week: "The idea is to test the water. There may be some

members who feel that not doing anything when other colleagues are on strike doesn't help the situation."

Mr Downes said he felt next week's conference might decide to leave it up to the individual teacher as to whether he or she stood in for a colleague on strike.

Mr Fred Jarvis, general secretary of the National Union of Teachers, the biggest teachers' union with 235,000 members, said: "We have always said they were management stooges and this will prove it if they pass this motion."

## This week

- Back to the classroom for heads 3
- Max Morris attacks 17-plus 4

## Breathing new life into cricket

- 7
- The question marks over primary school computers 8

## Stress in school

- 16,17
- Children's sexual thinking 19
- Enid Blyton revisited 21

## Comment

- Platform 4
- Primary and pre-school 8
- School to work Letters 13,14
- Overseas Features 16,17
- Talkback 18

## Review

- Arts 19
- Books 20,21
- Resources 22-24
- Media 25
- Music festival diary, Personal Column and Crossword 40
- Classified 27

John Coles

"The headmaster wants the name of any boy who's asked to be an engine driver."

mean he rules out changes. "I level - the sixth form exam worth half an A level - would be bound to get a boost if he were chairman. On the 16-plus, he thinks there is a lot more work to be done and he wants to keep an open mind. His main worry is that the setting of national criteria might undermine the good previous work that has been done in CSE and make the exams for children of average ability simply watered down; O levels.

A gentle, charming man with an indeterminate Celtic lilt in his voice, Dr Hearden was busy this week writing his biography of Sir Robert Biley, former headmaster of Eton and architect of the postwar German education system. "Mr Buckton having made me a present of some leisure, I thought I'd got on with it," he explained.

If Dr Hearden's sweet reason proved insufficiently radical for Sir Keith and Rhodes, they could always go the whole hog and opt for a Black Paper writer. Of these, the most lucid and persuasive is probably

## A nod to 'the bottom 40 per cent'

In these hard times it is not much fun being Secretary of State for Education. Sir Keith has spent a year telling all who would listen about his concern for "the bottom 40 per cent" - the large minority within the secondary schools who are outside the main target area of the examination system.

Now, nearly a year into his doubtless all-too-brief sojourn at the DES, he has revealed to the world (or, at least, the Council of Local Education Authorities) what he intends to do (page 12).

As became immediately apparent, the initiative which has emerged is quite out of proportion to the level of concern which Sir Keith has attempted to generate. Having put his finger on the plight of "the bottom 40 per cent" as one of the major scandals of the present education system, all he can now offer is what looks like a pultry development programme costed at £2m, a sum which represents rather less than 7p a week for each of the 580,000 boys and girls who constitute the bottom 40 per cent of the fourth and fifth-formers in the secondary school population.

Not, of course, that Sir Keith has any intention to the level of concern which Sir Keith has thinly: the cash will make a bit more impact as dozen i.e.a.s. Even so, it is a feeble response to something which raises questions which go to the heart of English secondary education.

Herein lies the Secretary of State's dilemma. Even laying his hands on this £2m from the Urban Programme has involved a lot of hard bargaining. There is no spare cash. The harder it proves to keep the local education authorities within their budgets, the tighter the Chief Secretary of the Treasury's grip on the DES's own departmental

vote. Too bad, you may say: if Sir Keith cannot deliver the goods, he would be wiser to shut up altogether. But is that really so? Is it not the job of the politician who heads the public education system to tell the world what he thinks, even if he has next to no room for manoeuvre?

The trouble with "the bottom 40 per cent" argument is that it is inadequately articulated. In one sense, "the bottom 40 per cent" is simply the complement to the top 60 per cent. It includes all those who manifestly have least to show for their education in the form of certificates. But that is simply the necessary consequence of the design of the present exam system. It is not obvious that "the bottom 40 per cent" are more likely to underperform than, say, the middle 40 per cent. To scrap the odd O level is to have a particular kind of failure certificated in a peculiarly damaging way.

Sir Keith's formulation only makes real sense if it is to be seen as the beginning of a much more radical attempt to initiate curriculum differentiation around the age of 13 or 14 leading to courses for "the bottom 40 per cent" which are designed specifically for them. This would certainly go against the determined efforts which many comprehensive schools now make to avoid just such differentiation. It would mean the reintroduction of forms of selection - or rather, "guided choice" - by the back door and at 14 rather than 11.

The climate for such a move seems much more favourable now than it was a few years ago: this is one obvious result of the attempt to forge closer links between school and work, and to open up a route towards continued education and training via the MSC, which by-passes GCE and CSE. But this is not to deny that such a development would be highly



Sir Keith at the CLEA conference

controversial and, in any case, this is not what Sir Keith is now proposing. He has neither the resources nor, as yet, the focused political will to do so. All he can do is signify his interest with a little pin money.

Perhaps the education service should be grateful for small mercies. The programme may not add up to more than a row of beans, but it should be welcomed, for all that. After all, funds for action research are not so easily come by that anyone can afford too much carping. As for any more substantial effort, it is clearly wrong to assume that the only way to initiate change is by a sudden, large, access of funds. The improvement of secondary education is essentially about finding better ways of using the resources which are already there - notably the two hundred thousand or so secondary school teachers who are now in post, many of whom will still be there 20 years from now. A Secretary of State who was content to wait till the public coffers were flush would have to wait for a very long time. In the meantime the task is to use what the schools now have to better advantage.

## Second Opinion Swann: searching for clues

Ten years ago one of my first jobs at the Community Relations Commission was to try and get the educational system to acknowledge the educational implications of the presence of black pupils in schools. An element in raising this consciousness was the dissemination of research findings on the attainment of black pupils in primary schools. Two results stood out: clear differences in performance of white and black children and significant differences between children of South Asian and Caribbean origin.

Should the Commission publish (and therefore publicise) these findings? In persuading them to do so we came up against four main arguments about the consequences of publication. The first was a mixture of the offence such comparisons would give to the black communities and the reinforcing effect they would have on certain white prejudices about ethnic minorities. A second was the divisive effect publication would have on society because such comparisons were central to the argument.

A third was that, by concentrating on poor black performance, we would distract attention from the real issues of discrimination and prejudice.

Finally, we were told, what was required was more positive results that would give encouragement to a black community sickened by having its children labelled as "special". The suggestion put to us was that we should be researching into "successes" and particularly the characteristics of black pupils who were doing well, and schools that appeared to be helping them to succeed.

It is ironic that a decade later an attempt by the Swann Committee to sponsor such a study by Peter Mortimore, on "Factors Contributing to Black Children's Examination Success", has generated just the same sort of response among many white liberals and black professionals as we did earlier. I was not persuaded to do the alternative study then: I am persuaded of its usefulness now. Why?

It is tempting to argue the issue in terms of scientific value and technical merit. Important as these are, they were not the decisive arguments then nor are they, in my opinion, now. Ten years ago the central argument was about the social and political context within which the debate was taking place, and it remains the key issue today.

The exercise we were involved in was raising awareness among practitioners, administrators and politicians and trying to create a climate for action. My own view is that the political, bureaucratic and professional climate changed significantly in the seventies when the need for action was accepted.

What I am less sure about is whether we are willing to generate the financial and human resources necessary to have an effect and, more profoundly, whether we are clear about what we are doing.

One of Swann's tasks is to tell the Government what to do to make things better. This is what this new research (which has aroused such bitter opposition) is intended to help Swann to do.

If, however, the study is prevented by threat of veto, then this can only undermine the credibility of the whole Swann Report, which could well be rejected out of hand by the Government and professional groups it hopes to influence, on the grounds that it was loaded.

Is Mortimore's study a dangerous distraction? No. "Usefulness" to my mind, is the critical test in justifying the sponsorship of research by the Swann Committee. The points in favour of the study are that we have a growing literature on the extent and effect of racial discrimination and disadvantage; ideas like racism are increasingly accepted and understood with greater sophistication and sensitivity.

What is absent at the moment is a school policy of charging for museums. Bethnal Green would obviously have to comply. But, situated where it is and playing such a large part in the general cultural education of children, it is the last museum that should be singled out in this way.

## No Comment

Dear Jim, Could you please fix it for me to pass my eight O levels. Love Cathy. Written on an Exam Room desk at Old Hall High School, Maghull, Liverpool.

Alan Ellis  
Lewisham professor of social administration, Goldsmith's College, London

## Date with Boyson after the brush-off from Sir Keith

by Biddy Passmore

A disgruntled delegation from the Schools Council was to meet Dr Rhodes Boyson, junior education minister, on Wednesday, after Sir Keith Joseph, the Education Secretary, said he saw no point in meeting it himself.

The brush-off came at the end of Monday's meeting of the Council's Convocation. A letter arrived in which Sir Keith said he was disappointed that the Council had not made a constructive response to his proposal to disband and replace it with separate nominated bodies for examinations and the curriculum.

A document the Council had sent to him reiterated the arguments for retaining the status quo and would not form a suitable basis for discussion, he said.

The letter brought an angry response from members of the Convocation. Mr Jim Murphy of the National Union of Teachers, described it as "a deliberate insult".

But the Council's finance and priorities committee decided to accept the invitation to meet Dr Boyson, provided that did not prejudice a future meeting with Sir Keith.

Some Council members believe a compromise might be reached. This would involve setting up a nominated examinations council - Sir Keith's priority - while a modified Schools Council could become a curriculum council.

This is one of three options in a paper prepared by the Council but not yet agreed for discussion with ministers.

The others are a Schools Council along the lines suggested by the Trenaman Report, with a simplified committee structure, and a completely independent "rump council" financed out of copyright payments and commissions.

● Pictured: sombre faces at Monday's meeting of the Schools Council Convocation



## DES discussion paper encourages return to classroom for those running out of steam.

## Pay safeguards considered for heads who step down

by Bert Lodge

Plans have been drawn up to encourage head teachers who have "run out of steam" to return to classroom teaching with their salary at least partially safeguarded.

The idea will be discussed next week at a private meeting of Department of Education officials, local authority representatives and chief education officers.

Sir Keith Joseph, the Education Secretary, has talked of the problem of heads "who have run out of steam".

At present such a move could cost a head several thousand pounds a

year in lost salary with a consequent effect on his or her pension.

The working party, which meets next Friday, will look at a DES discussion paper called *Stepping Down*.

The working party was heralded by Sir Keith, in various public speeches earlier this year.

He told the NASUWT Easter conference that he would soon be meeting local authority representatives to discuss the problem of unsatisfactory teachers.

So far the working party has met three times to explore possible common ground among teachers' em-

ployers on such issues as retraining, redundancy and early retirement.

Leaders of the country's 30,000 head teachers are angry that the subject of heads returning to the classroom is to be discussed by a working party on which heads are not represented.

Mr David Hart, general secretary of the National Association of Head Teachers, with 21,000 members, said that on hearing the news he had written immediately to Sir Keith.

"I find it quite remarkable that it seems to be current DES policy to talk to anybody except representatives of teachers themselves."

## Universities fall into line over cuts

by Ngalo Crequer

A survey of every university in Britain which appears in today's *Times Higher Educational Supplement* reveals they have largely acted on University Grants Committee advice to close departments and reduce intake, and are approaching the required staff reductions.

A year after the July letters from the UGC, in which the universities were given detailed advice on subject areas, almost all report that they are on target for the new student numbers. Only Salford, severely cut, has insisted on its own higher targets.

But there is one consistent and very loud cry from the universities: massive staff reductions have badly affected departments' efficiency and viability.

While the universities have done as they were told in broad subject areas, many recommendations to discontinue departments were accepted.

Universities which have a strong lobby, such as the University of Liverpool, have been maintained at a level above that which has been retained at other universities.

Universities recommended for reduction before the July letters, but have largely reduced or phased out at seven places, but kept despite UGC "bulletin" of Keele.

There is also concern about medical services, with the University of Dundee and Nottingham facing problems. Some universities report that proposed cuts in science or engineering departments are impossible within the current limits on student numbers.

## County council's ban on CND causes furore

by Sarah Bayliss

A decision by Devon's education committee to ban the Campaign for Nuclear Disarmament from meeting on school premises has dismayed many local heads and educationists.

"It is a petty attack on free speech," said Professor Ted Wrang, director of Exeter University's school of education and coopted member of Devon's education committee. "If the ban goes ahead - it will be extremely bad news for education and the schools."

The ban, which was proposed and approved without any prior notice at last month's education committee, goes for final approval to the full county council next Thursday. There is growing public and private pressure on the Conservative council to shift its ground.

The ban emerged from a debate about whether or not CND groups should be allowed to affiliate to community colleges in the county. This affiliation gives reduced rates for hiring premises and printing equipment.

One particular CND group meeting at Holworthy community college had asked for affiliation and the governors had turned to the education committee for guidance.

Mr Ted Pinney, Conservative chairman of education, proposed not only that affiliation be disallowed but also that CND should be banned from school premises. This ignored the advice of Mr Joslyn Owen, the chief education officer, who recommended that CND groups be allowed to meet in schools for the next year. The governors should then decide

whether or not CND could affiliate or continue to meet at school.

A local radio broadcast last week added to the furore when Mrs Horton Broad, a governor of Holworthy community college, conceded that it would be a "political blow" to the local Conservative party if CND groups were to continue to meet in schools.

Mr Philip Thorne, head of Exmouth comprehensive, the biggest school in the county with 2,500 pupils, said this week: "I personally regret and am deeply saddened that an established political party is using its position of influence to make it more difficult for a group like this to meet and share views."

He believed CND drew members from a wide group of people and while not a member himself, he had a high regard for their "peaceful aims". The ban would only increase young people's cynicism about politics and politicians, he said.

Mr Martin Woodward, head of Holworthy community college, said the CND group which previously met at his school had met in a market hall since the ban but in rural areas there were few places for groups to meet.

Mrs Margaret Lorenz, secretary of the Secondary Heads Association for Devon and Cornwall, hoped the ban would be reversed. She had put her name to a letter from a group of all community college wardens and heads supporting Mr Owen's advice that governors make their own decision on the issue in one year's time.

## More urged to stay on, Mrs Thatcher tells MPs

The Government would like more 16-year-olds to stay on at school, the Prime Minister told MPs at Question Time this week. There were many places available for them, she said.

Mrs Thatcher went on to say that there was a fall in pupil numbers of about one million and there should therefore be a proportionate fall in the number of teachers. To which Labour MPs shouted "Why?"

But ministers appear to have abandoned the idea of paying pupils grants to encourage them to stay on. Giving evidence to the Commons Select Committee on Education on

Monday, Sir Keith Joseph, the Education Secretary, said he thought only "a minority of a minority" would be tempted by the £25 allowance to abandon full-time education for a youth training scheme.

"The majority are staying on at school because only school can give them the qualifications they need," he added. And Mr William Shelton, the junior minister responsible for 16 to 19 provision, pointed out that staying on rates had already risen by 10 per cent in schools and by 25 per cent in further education.

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## Comment

### Sir Keith rubs it in

The Schools Council is not yet as accident prone as the police at Buckingham Palace. All the same, the way that bad luck is conspiring with calculated ministerial snubs to bring about discomfiture for the Council ought to bring home to its leaders the urgent need for better judgment.

Since Sir Keith Joseph's special messenger arrived one afternoon in April with the curt news that he proposed to disband the Schools Council, and replace it with two separate appointed bodies to deal with examinations and curriculum development, there has been a tendency to retreat into a wishful haze of it-may-never-happen.

A paper proposing alternatives to the Secretary of State's proposals, which recognized that the proposed Examinations Council was his prime concern and seized on the real possibility that curriculum development could still be up for grabs by a reformed and rechristened Schools Council, was put on the back burner by the Council's ruling committees meeting in June.

Brushing aside Dr Rhodes Boyson's earlier insistence that very convincing arguments would be needed to make them change their minds at Elizabeth House, both the Finance and Priorities committee and the Professional committee refused to do anything at that stage but repeat over and over again that the Schools Council should be retained. Full stop.

The Alternatives Paper was not sent to Sir Keith in advance of the meeting with him originally set up for this week, nor was it discussed at Monday's meeting of the Council's Convocation. Instead Sir Keith and Convocation were foisted off with another plod through "Issues and Achievements," the

worthy official response to the closure proposal.

It was not the Schools Council's fault that attendance at Convocation - hurriedly rearranged after the rail strikes - was not representative enough to present a united front at its first meeting since its fate was sealed. But it was hard to disguise the fact that nobody from CBI, TUC, the parents' groups, or even the local authorities, joined in the teacher organizations' stout defence of the status quo.

And the litany of self-deceiving complacency was all the more rudely shattered by Sir Keith's second 3.30 messenger, this time bearing the news that he wasn't prepared to waste time meeting emissaries, himself, if they hadn't something more constructive to offer.

This new brush-off at least served to concentrate the minds of finance and priorities committee members who the following morning decided to change their tactics and be a bit more positive, and see what, if anything, can be saved from the wreck.

Clearly nit-picking about legal niceties will not be enough. Sir Keith has already made his position clear, in response to a question in the House of Commons about the legal basis for abolishing a charity, by pointing out that "there is no power that can force the Government to continue to fund (its share of) the Schools Council."

If the Schools Council is really going to try to preserve the continuity and character of its curriculum projects, it had better believe that Sir Keith means what he says this time, and concentrate on presenting constructive alternatives that could fit into his plans. He could hardly have made his message plainer.

### The threat to Bethnal Green

The Rayner scrutiny of the Science and Victoria and Albert museums - both run, to their considerable unhappiness, by the Department of Education and Science - is a curiously inconsistent document (page 6).

# Platform



Max Morris, former NUT president, asks some pointed questions about the soon-to-be-introduced 17-plus qualification.

In the welter of plans for the education and training of the 16 to 19-year-olds that have aroused so much public controversy, there has been almost a deadly hush on the proposed Certificate of Pre-Vocational Education (CPVE) since the first announcement.



Teachers will be unable to put their hands up in favour of the CPVE until they know exactly which group of 16-year-olds it is aimed at.

The CPVE, which is designed for 16-year-olds beginning courses in September, 1984, and with the first certificates due in the summer of 1985, is unique in educational history.

It is the invention of the Department of Education, a ministry not hitherto renowned for educational initiative, innovation or indeed expertise.

Not surprisingly, therefore, close examination of the proposals reveals - in addition to organizational vagueness and obscurity - a number of major ambiguities and lacunae which point to both hasty preparation and muddled thinking and which must cast doubt on the viability of the scheme as it stands.

Ambiguity lies at the very heart of the matter - that is, the definition of the target group. This excludes "those who have the potential to take two or more A levels and those who have a clear vocational objective which would best be pursued by a vocational course in FE..." (and) those who are properly advised to devote their main effort to obtaining or improving O level or CSE qualifications...

As Mr Churchill once said: "This is an enigma wrapped up in a riddle."

But an "explanatory" footnote adds that some candidates may take GCE and CSE in a few subjects alongside CPVE.

Where does this leave us, given the extraordinary method of defining a target group by exclusion, by telling us for whom an exam is not designed? We appear to be concerned with those sometimes described as "non-examination" students plus some who would be taking

GCE and CSE but would also want the CPVE.

As the latter involves a full-time course, how the two elements would be combined is left unexplained. Moreover, Sir Keith Joseph has stated that the certificate is intended for the "top end" of the bottom 40 per cent of less academic 16-year-olds, an indicative if hardly a rigorous definition. In practice this would include low CSE achievers, Grade 5 or ungraded.

How then can "remedial" students be excluded? Anyone with school experience could have told the DES that low CSE scorers, as well as Sir Keith's "top end", include quite substantial numbers in the "new sixth" requiring some remedial attention. And how does it all accord with the clearly stated decision of the department that the new certificate is to replace the CEB which has been targeted on those achieving Grades 2-4 CSE with the entry lifted to Grade 2 which is close to O level standard? Clear thinking seems to be at a premium in the operation. Such "targeting" requires almost Talmudic exegesis to comprehend.

Confusion is further compounded by the DES projection of 80,000 as the initial entry, with a potential of double that number. No public explanation has been given of these figures and no advance survey has been made in school of possible take up although HMI has begun to make enquiries about currently running non-academic courses.

One can only assume that they are derived from a very raw calculation of the numbers in the age group not covered by GCE and CSE targets

and excluding the "bottom end" of Sir Keith's ability grouping. But this calculation contains major imponderables such as numbers staying on, available facilities, and so on.

These imponderables are of some importance. For example, how will staying on be affected by the lack of educational maintenance allowances (EMA) in schools side by side with the Department of Employment's offer, in its billion pound Youth Training Scheme, of £28 a week?

Does the left hand know what the right hand is doing? True, the magnificent sum of £80m is being funnelled into provision for extra stayers on at school and college. But this spreads very thin over the country, including, as it presumably does, extra staff, new resources, inset, possibly minor building works, but certainly not EMAs.

All this must seriously affect the share the schools might be expected to take of the putative 80,000. In any single i.e.a. it could be a very small and inauspicious start, remembering that because of unemployment many of the stayers-on could be well qualified young people for whom the CPVE if not intended.

Ambiguities of target must lead to syllabus problems. Are the syllabuses to cater for CEB potential candidates as well as Sir Keith's cohort and those doing "some" GCSEs? Developing the criteria and assessment procedures in such ambiguous circumstances will test the wisdom of many educational. Solomons and can be a long and arduous process as experience of the 16-plus operation has shown. True, some experience exists in the pilot schemes for ABC and UYP, but these have all been FE orientated. For schools, a September 1984 start on any scale must be questionable if there is to be proper preparation.

Crucial here are the proposed organizational arrangements. Management is to be vested in a small consortium (12 to 15 members) with a staff of up to 40 at most. In it school interests will be at a premium given the participation of the City and Guilds London Institute, Royal Society of Arts, Business Education Council, Technician Education Council, GCE and CSE exam boards, I.e.a.s., employers, and teachers (both FE and school) with a presence from the Manpower Services Commission and the Youth Training Scheme steering group.

Whether it is the thin end of the wedge or a fantasy of Joseph the Dreamer we must wait and see.

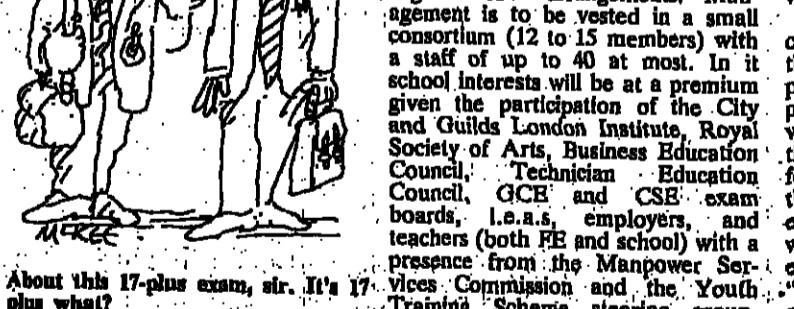
likely to be in being for these 1984 is the proposal part of an operation to "move the 16-year-old 'non-academic' into FE where there is at least some experience of what is projected?

And are we agreed that this type of pre-vocational education is really the most suitable provision for young people? Is there not a conundrum - even unintentional - involved in that youngsters will have following this type of course, while the reality is massively increasing employment for school-leavers? And what of the impact of a transformation of "vocationalism" may rapidly become obsolete?

Neither the CSE boards, the examining bodies with school experience of the lower ability groups, nor the school teaching profession are likely to be greatly represented. Yet this consortium is "to produce (my emphasis) appropriate syllabuses both directly and by establishing criteria within which individual institutions may design part of a course" and "to provide guidance on knowledge, skills and personal qualities can best be developed through the assessment of performance; to approve and monitor their progress assessments as appropriate".

What then is the role of examination boards who have been promoted and full involvement and who have expressed their willingness to cooperate, if their functions now belong to the consortium of wise men and h'stuff? As Mr Churchill once said: "This is an enigma wrapped up in a riddle..." Are we entering a new educational era in which the DES, through its nominees who are to be appointed as individuals not as representatives, will establish criteria, produce syllabuses and organize assessment procedures? 1984 seems a well chosen date for it all to begin.

None of this, of course, is the result of any proper consultation, let alone educational consensus. One would have expected at least a parliamentary debate on the new principles involved. Nor has any detailed document even been offered for information as to how it would actually work. If the new scheme is keeping mum, in line with its normal policy of contempt for open government, what is it the end of a wedge of a fantasy of Joseph the Dreamer we must wait and see. In the meantime certain questions stick out and demand an open and open discussion. As the schools are unlikely to be ready to start in any substantial way (nor is any thought out and organized scheme



About this 17-plus exam, sir, it's 17 plus what?

## Grant sought for over 19s

A legal right to an education grant for people aged 19 and over is being sought by the National Association of Teachers in Further and Higher Education in a motion to this year's TUC conference in Brighton.

NATFHE, the college lecturers' union, wants the TUC to campaign for grant-aided training for up to 10 weeks a year for all aged 19 and over, accompanied by equipment and materials.

## L.e.a.s. to be consulted on 'specific grants' scheme next week DES asks Treasury for £30m to finance in-service training

by Bidy Passmore  
A £30m plan for the Government to finance in-service training directly is at an advanced stage and will be discussed with the local authority associations next week.

The DES has already submitted a bid to the Treasury for extra sums rising to £30m within three years. If the money is forthcoming, the new programme should start in September next year.

The money is intended to supplement and not to replace authorities' existing spending on in-service training, which is financed through the teacher training "pool". According to the plan, it will be directed toward priority areas such as maths and craft design and technology. In part, it will replace the present retraining schemes in shortage subjects funded through the Manpower Services Commission.

Even if the DES manages to extract the money from the Treasury, the number of teachers it will be able to sponsor will be strictly limited. Each teacher costs about £10,000 a year to replace, and course expenses have to be met as well. The DES would have to devise some method of limiting authorities' claims.

Under the plan, specific grants to local authorities would be used for the first time for in-service training. They would be paid under Section 3 of the Education Act 1962, which empowers the Education Secretary to "pay grants to or in respect of persons undergoing training as teachers". This section was originally intended to cover students on postgraduate certificate courses, who until 1975 did not qualify for mandatory grants.

It had long been claimed that the DES had no power to fund in-service training through specific grants. In fact, Dr Rhodes Boyson, education junior minister, hinted as long ago as January 1980, during the committee stage of the last Education Bill, that the Government might use the 1962 Act to fund its retraining programme in shortage subjects. The national scholarships scheme for intending maths and science teachers, launched last autumn, is to be financed in this way.

Local authorities are thought likely to accept the money, despite their deep-rooted dislike of specific grants. One local authority spokesman said this week that they feared a greater evil - education block grant - if they refused it.

It was mainly a question of dressing up the scheme without offending local authority sensibilities, it was suggested. But I.e.a.s. would want some guarantee that the new money will be additional to present spending and will not be subtracted from the block grant.

Father takes out complaint over staff cut  
by Sarah Bayliss  
Parents in Hereford and Worcester have set up an action group in the hope of blocking any additional education cuts.

The Hereford and Worcester Education Coordinating Group is preparing to monitor standards in schools and provide legal advice to parents and parent-teacher associations worried about the level of provision.

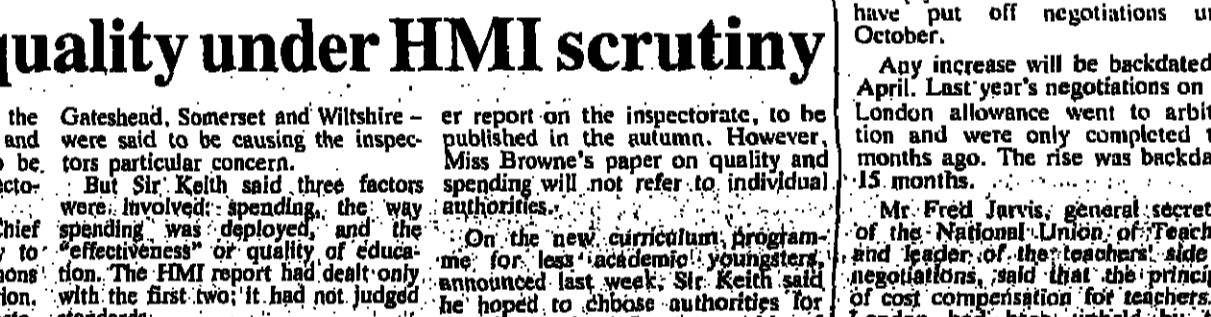
## Backdown on overseas fees policy forecast by Phillip Venning

The Government will be forced to modify its tough stand on overseas students, said Sir John Burgh, director-general of the British Council, on Tuesday.

Launching the council's annual report, he said that the principle of charging overseas students the full economic cost of their courses was going to stay. But the real question was how scholarships should be given to encourage more postgraduate students from abroad.

"The policy on overseas students was mistaken and needs to be revised," he said. He was sure that the Government had recognized this, which was why they were now looking at ways of modifying it.

The Council's immediate concern was to encourage students who would in years to come be in positions of influence in their own countries. For this reason it was pressing strongly for more help for postgraduate students.



Mr William Shelton, Under-secretary of State at the DES, visiting the Drop-In Numeracy Van in Market Square, Aylesbury, last week. The van is part of the Buckinghamshire Adult Numeracy Experimental Project sponsored by the Adult Literacy and Basic Skills Unit.

## Delay over London weighting claim by Richard Garner

Negotiations on a pay increase for more than 70,000 teachers living in or around London have run into trouble.

Teachers' leaders have tabled a claim for a rise in line with cost of living figures for London which would add 18.1 per cent to the local education authorities' London allowance salaries bill and £65.8m to education budgets.

This claim is not what would be the allowance for inner London teachers rising from £839 to £996 a year. The allowance for outer London teachers would rise from £549 to £636, and for those in the Home Counties from £331 to £266.

The Burnham committee, which negotiates teachers' pay, discussed the claim on Monday. However, leaders of the local education authorities said they were not in a position to reply to the claim this week and have put off negotiations until October.

Any increase will be backdated to April. Last year's negotiations on the London allowance went to arbitration and were only completed two months ago. The rise was backdated 15 months.

Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' side in negotiations, said that the principle of cost compensation for teachers in London had been upheld by the arbitrators. Teachers were unhappy at the delay in negotiations.

Mr Alistair Lawton, leader of the management side, said that the arbitrators' ruling was "not like a High Court writ" that was binding on future negotiations.

The management would only have been able to table an offer this week in line with Government cash limits - and this would not have been acceptable to the teachers.

Head teachers have been given the all-clear to bar unruly pupils from school during the midday break.

In guidance to its 21,500 members published in its quarterly newsletter, the National Association of Head Teachers says the use of this sanction has been questioned by both education officers and the Child Poverty Action Group.

However, the NAHT says its members are perfectly entitled to exclude or ban pupils, and suggest head teachers should send a letter notifying parents or guardians of such pupils with a warning that further misconduct will lead to debarment.

The guidance adds: "The times during which the pupil is not allowed on school premises should be stated in the debarment letter. The debarment may be permanent or temporary and the period of debarment should be stated."

It continues: "It is important to ensure that all reasonable steps have been taken to inform the parents of the child's debarment and you are advised to seek the co-operation of the parents and care in which the child is being brought up. The letter should also be returned or posted as directed."

Head teachers, with responsibility for the whole ethos of the school and its role in the local community, must seek to create an atmosphere of support and care in which no threatened subject areas are nurtured, but those who teach in them are supported.

"The legal position of pupils in receipt of free meals is no different from that of others. Free meals are additional to normal benefits: they are not provided during illness, holidays, or week-ends or when a pupil is suspended or excluded from school. Thus a child receiving free meals may be debarred just as any other child."

Also, in the NAHT's magazine, Mr Harry Greenway, Tory MP for Ealing North and a member of the parliamentary select committee on education, science and the arts, calls on head teachers to ensure there is "serious, educationally acceptable study of religion" in their schools.

"If there is no RE or if it is only weakly presented, then its particular contribution to the ethos of the school and the transmission of values with their strong religious base will have no part of school life," he writes.

"Head teachers, with responsibility for the whole ethos of the school and its role in the local community, must seek to create an atmosphere of support and care in which no threatened subject areas are nurtured, but those who teach in them are supported."

The teachers at the school have said they want the basement developed by the council as an examination hall. At present children have to travel about a mile to church halls hired for public examinations.

A spokesman at Redbridge said there were no council funds to develop the site and that the governors of the school had agreed to the site being developed commercially. It was possible that the basement could be used for school sports such as archery once the private firm had developed it.

The range would be used by a club outside school hours and no weapons nor ammunition would be stored there. Steel doors would be fitted to entrances, lighting installed, and cladding fixed to the walls.

He said the finance and general purposes committee at Redbridge had agreed to allow the gunmaker to apply for planning permission. The application would be considered in August and would then have to go to the education committee for final approval.

He said that such groups had been active in the area in the past. It was especially worrying since roughly a third of pupils at the school were of Jewish origin.

"We would be most concerned if any group were to be formed in the area."

Teachers in the London borough of Redbridge are concerned about the siting of a rifle range by a commercial company in the basement of their school.

The staff association at Wanstead High School has protested to the local council and is now lobbying Mr Patrick Jenkin, the local MP, and Mr Frank Dobson, a Labour spokesman on education, to try to stop a London gunmaker being allowed to develop a rifle range at the school.

The association has opposed in principle the siting of the weapon range at the school, and has also expressed concern about safety and security. This week Mr Richard Helm, National Union of Teachers representative at the school, said: "We also recognize and are concerned about links that exist between some gun clubs and weapon ranges and neo-fascist organizations."

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## New sixth form training course advocated

Nowly-qualified teachers whose first job is in a sixth form college should give up part of the summer holiday before they start in order to go on an additional teacher training course, says the Secondary Heads Association.

This is because there is no room in the present one-year Postgraduate Certificate of Education course to include the special method training the SHA feels is essential for anyone teaching the 16-19 age group.

## Precisely what does CPVE stand for?

As the latter involves a full-time course, how the two elements would be combined is left unexplained. Moreover, Sir Keith Joseph has stated that the certificate is intended for the "top end" of the bottom 40 per cent of less academic 16-year-olds, an indicative if hardly a rigorous definition. In practice this would include low CSE achievers, Grade 5 or ungraded.

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NATFHE, the college lecturers' union, wants the TUC to campaign for grant-aided training for up to 10 weeks a year for all aged 19 and over, accompanied by equipment and materials.

The paper points out that "we are all liable to teach as we were taught and in no area is this truer than in the sixth form. The temptation of the new teacher to use his or her own style is STRONG."

Other possibilities suggested by the association are a method course on 16-19 education available as an option in all PGCE courses or a specialist course run in a certain number of colleges.

In SEA's opinion the disadvantages

A report on museum finances by the Government's Waste-finder General, Sir Derek Rayner, may lead to the demise of the Museum of Childhood in London's East End. Report by Virginia Makins.

# Why Sir Derek thinks the toys may have to be put away for good

Dear Mr Burton,  
On Monday July 12 my class went to your brilliant Museum of Childhood. Hearing the news that it would close I was deeply disappointed. I hope you do not close the museum, I was hoping to come back.  
I found it very fascinating, please do not close.  
Yours faithfully,  
Kevin Lane.

This letter from Kevin Lane, a second year junior from Leytonstone, is just one voice in a mounting chorus of protest at the recommendation in the Rayner scrutiny of the Natural Science and Victoria and Albert museums that the Museum of Childhood at Bethnal Green should either close or be sold.

The report made several recommendations about the two national museums that come directly under Department of Education control. The most important was that they should become independent of the DES. The Rayner team suggested several management changes for the museums, and had some tough words to say on the V and A outputs - the Bethnal Green museum, three historic London houses, Ham, Osterley and Apsley House, and the proposed theatre museum in London. It recommended that the theatre museum project should be cancelled.

It argued that if the childhood museum were to close "the loss would be more to public pleasure than to essential knowledge and scholarship." It estimated that the museum cost £239,000 in salaries and general expenses, and £64,000 in maintenance.

Mr Anthony Burton, the museum's curator, claims that this amounts to 2.5 per cent of total V and A expenditure - but Bethnal Green's 218,670 visitors account for 12 per cent of total V and A attendance.

He believes that if the museum were to impose the £1 or £1.50 charges suggested, attendances would drop sharply - particularly from local people. The museum was established

in 1872 for East Enders, and has always had strong connections. It has been known as the Museum of Childhood since 1974, and children's costumes and books were moved there as well as toys. Since then, it has become a base for local children, with workshops open to all comers for four hours every Saturday and three days a week in the holidays.

Three members of the V and A education staff spend part of their time at Bethnal Green, and three V and A curators work with children in the workshops and holiday events. They are convinced of the museum's educational value.

"It's an excellent museum for beginners", said Imogen Stewart, who runs Bethnal Green's education section. "The collection is of immediate interest to people, there's plenty of space, the staff is absolutely secure and you can't lose children here."

About 1,000 organized parties visit the museum - five to ten schools come a day in term time - and the education team arranges special talks, courses and project days. The museum's guidelines for teachers stress the need to get children thinking, rather than simply ticking off lists of objects.

Mr Burton believes that the Rayner team's judgment about essential knowledge and scholarship was "just snobbery". He argues that the study of childhood and family life is internationally considered to be an important field.

He quotes Baudelaire: "The toy is the child's initiation into art" and believes that apart from the intrinsic interest of the collection, its immediate attractiveness can give children an experience of visual pleasure and an inducement to take pleasure in knowledge.

He has been curator for 18 months, and was in the middle of expanding and improving the toy galleries and planning a section on the social history of childhood and family life, popularizing much recent academic work.

The Rayner report was less drastic in its recommendations for the Science Museum outposts - the National Railway Museum at York and the Photography Museum at Bradford, due to open next year. It said they should aim to recover a substantial proportion of their costs.

In 1981 the Railway Museum took up 12 per cent of Science Museum expenditure, and attracted nearly one and a half million visitors. Its keeper, Dr John Cooley, is fairly happy with the idea of charging, provided the museum can keep the revenue.

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A schoolboy visitor operates the quality-named zoetrope, one of the museum's valuable collection of antique toys. Picture: Laurie Spetham/PhotoDisc

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## Schools cricket is no longer on a sticky wicket. Sponsorship is flowing in and the game's popularity appears to be increasing

Last week's final of the Barclays Bank Cup, played on a superbly appointed ground in a leafy London suburb, was a thoroughly traditional affair.

Two independent schools, Bablake College from Coventry and Queens College, Taunton, were battling for the honour of being the winners of the first national knock-out competition for cricketers under 17. Even the weather, torrential rain in the morning followed by a brief interlude permitting play, followed the all too familiar pattern of an English summer.

Babalake and Queens were the survivors of 278 teams who had entered a contest said to have "set the seal" on the programme of national competitions organized by the English Schools Cricket Association.

For the finalists it had been a lucrative as well as enjoyable journey. When they left Norbury, they went home with nine new bats, 18 balls, six pairs of pads and four pairs of batting gloves, just some of the fruits of the bank's £22,000 sponsorship which is guaranteed for the next three years.

But, as Mr Cyril Cooper, the association's secretary, explains, sixth-formers are not the only ones benefiting from the kind of commercial support that has revived the first class game.

Wigley's and Esso both support national competitions for boys under 11 and for nearly 10 years, the Lord's Taverners have been running their Cricketer Colts Trophy for the under-14s.

The growth of national competitions for schoolboys is just one sign of what the hard-working ESCA officials see as a resurgence in school cricket which took a terrific battering in the early 1970s when reorganization was the rage.

Mr Hubert Doggart, headmaster of King's School, Kingston in Somerset and president of ESCA, is another who thinks the situation is improving. Mr Doggart, who also happens



to be president of MCC, believes active county cricket associations paired with county schools cricket associations, should take much of the credit.

Many counties now run year sides for all boys aged between 11 and 15, and this stimulus to schools' cricket is backed up by matches at regional and national level.

It also means that good young players are less likely to drift out of the game once they leave school. As Mr Ken Ingman, team manager of the national under-19 schools' side points out, it was "no accident" that only Ash out of a recent Kent side had not played for the county as a schoolboy.

The same encouraging picture emerges when you look at the England test team. Tavare, Allott, Pringle, Gower, Gatting and the inconvertible Botham were all caught by the ESCA's net. "If a boy is good and he is playing cricket he will be spotted," Mr Ingman says.

Mr Cooper intervenes to underline the phrase, "if he is playing cricket". For all his efforts in Hampshire, less than half the 130 secondary schools play the game in any serious way.

Professor Nikolas Tinbergen in them cases of children with persistent and dramatically strong behaviour have received remarkable help.

Professor Nikolas Tinbergen, partner and author of *Autism, Children and How They Learn to Read* (1982) has written to Ford school to express his support.

Mr Burton believes that the Rayner team's judgment about essential knowledge and scholarship was "just snobbery". He argues that the study of childhood and family life is internationally considered to be an important field.

He quotes Baudelaire: "The toy is the child's initiation into art" and believes that apart from the intrinsic interest of the collection, its immediate attractiveness can give children an experience of visual pleasure and an inducement to take pleasure in knowledge.



## Cricket catches the sponsors

And it seems likely that much the same applies to the rest of the country.

As the ESCA officials concede, for cricket to become a truly national game, played by all boys in all schools, much still needs to be done. While the playing fields of public schools like Bablake and Queens continue to echo to the sound of bat on ball, something of a hush fell over the grammars-turned-comprehensives.

The reasons are legion. For a start, cricket is a complex game for schools requiring expensive equipment, umpires, scorers, a well-prepared pitch, space and time. It also needs dedicated staff.

It is also hampered by class connotations which made it distinctly unfashionable in the flush of egalitarianism that accompanied the virtual abolition of selective schools.

The result, says ESCA, has been a levelling of standards. While probably more cricket is played in

schools, the matches are rather different from the leisurely affairs once played out on the sacred Saturdays of the grammar schools.

Blyth Jex, a Norwich comprehensive, formed in the early 1970s out of an unpromising marriage between two secondary moderns and a girls' grammar, typifies the new approach.

When Mr Martin Road, the head of physical education, arrived a couple of years ago, the school had one battered cricket bag and its teams

were not turning out. Now every boy in the second, third and fourth years plays the games and the school fields teams in the city league.

Mr Read admits it has been a difficult task. Blyth had the reputation of the toughest school in the area and when his boys first took the field, dressed in an assortment of clothes, their antics were scarcely founded in the game's Victorian tradition.

"They had no grasp of what competitive cricket is supposed to involve, and they were totally egocentric - if they were not batting or bowling, they would just fool around."

His solution was to make cricket fun. In came "silly" cricket of eight overs a side. And, among the more talented players, he began the laborious business of coaching and practice that would eventually enable Blyth to put out teams that would no longer be regarded "as a joke".

Nick Wood

## Maths and science grow in popularity

by Philip Venning

Strong evidence of the end to the swing away from maths and science in schools - one of the main educational issues of the late 1960s and early 1970s - is contained in new figures from the Department of Education.

They show such large and sustained increases in passes in maths and science subjects both at O and A level - 64 per cent and 40 per cent respectively over the last 10 years - that they now outnumber most other subjects in popularity.

The swing away from science among academic pupils caused much heart-searching in the late sixties, and resulted in many empty places in higher education.

The new figures update a trend that began 10 years ago. They confirm that in summer 1980 most A-level passes were achieved in maths (57,350), English (44,237), physics (35,634), economics (34,576), chemistry (30,797), and biology (28,238).

While passes in subjects like English, history, geography and languages showed only minor changes from 1970 to 1980, maths and science passes increased by a total of 40 per cent. This was partly because many more girls now take these subjects. Since 1975 the number of girls passing chemistry has risen by over 50 per cent, maths by 48 per cent, biology by 44 per cent, and physics by 35 per cent.

Statistics of School Leavers CSE & GCE England 1980. From: Mrs B Stowe, Room 337, DES, Mowden Hall, Staindrop Road, Darlington.

## Talks on new pay structure reach stalemate

Talks on a radical restructuring of teachers' pay appear to have reached stalemate - and it is now looking increasingly likely that any agreement will be put off until after the next General Election.

A working party was set up to re-appraise teachers' pay in the light of falling rolls just over a year ago but it is unlikely to meet again until the autumn.

Teachers' leaders hoped the working party would produce automatic pay rises through the lower salary scales and lead to increased promotion prospects.

Local education authorities hoped the talks would lead to some new machinery being established to assess teachers and allow "good" classroom teachers to progress through the salary scales more quickly.

However, the employers say their discussions about how this should be done have not yet been concluded although they add: "Interest in the topic has, if anything, heightened."

The talks have also floundered when conditions of service - such as lunchtime supervision - have been mentioned and some observers believe it will not be possible to conclude an agreement until the Remuneration of Teachers Act, which lays down that pay and conditions should be discussed separately, has been repealed or substantially amended.

L.e.a.s believe there will be little progress on this without the complete repeal of the RTA and are beginning to accept that the Government is unlikely to find time to do this in the crowded schedule of the present Parliament. Its repeal, therefore, may well only take place after the next General Election.

In the meantime, though, there is considerable interest among both teachers and l.e.a.s over the progress between inner London teachers and the employers on a new contract for the profession.

The Inner London Education Authority met representatives of the teaching profession two weeks ago to launch these talks and agreed to a further series of meetings during the autumn term.

Teachers' leaders asked the l.e.a.s to write into their pay agreement that authorities could have the discretion to continue making the payments. However, when the issue was raised on Monday at a meeting of the Burnham committee, which negotiates teachers' pay, the request was turned down.

Teachers' leaders wanted l.e.a.s to agree to allow individual authorities to have the discretion to continue to pay these allowances if teachers were redeployed from social priority schools or sent to another school because of a reorganization plan.

The problem first cropped up when a High Court judge ruled in Newcastle that it was illegal to continue making the payments - which amount to £201 a year going up to £276 after five years' service - once teachers were moved to non-social priority schools.

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## Lack of funds for autism research

by Victoria Neumark

The fashionable theory that childhood disturbances such as autism and hyperactivity are emotionally caused is supported by new evidence collected in Hampshire. But teachers at the Milton Ford special school in Portsmouth have been unable to get funding for the one-year research project needed to collate their findings for the public.

Mr John Tierney, deputy headmaster of the school, has made repeated but unsuccessful appeals to the local education authority, to the Schools Council, to many universities and to all the main charitable organizations for the £12,000 needed.

Since 1975, the teaching of some 40 severely disturbed children at Milton Ford has been undertaken in conjunction with family therapy at the Wessex Unit of St James's Hospital. Every detail of that therapy has been

recorded, and Mr Tierney is "absolutely certain" that analysis of its results will prove that family relationships - particularly that between mother and child - account for most incidences of autism, psychosis, hopefulness, phobia, hyperactivity and impulsive social behaviour in childhood. This claim could overturn the currently favoured hypothesis of Professor Rutter and his followers which attributes behavioural disturbance to brain dysfunction and social isolation, acute psychosocial and intellectual retardation of children (such as those advanced by Bettelheim).

The implications for the special school system are radical. Instead of trying to develop the potential of handicapped individuals, the school would work with the whole family, with complete medical back-up at hand, to release the "psychological

suppression" of emotional immaturity which freezes the child's intellectual development.

Techniques of working with mothers and children used at Milton Ford suggest that most disturbed children, even those from apparently secure and caring homes, are disturbed for the same reasons - a lack of appropriate emotional support. The special school teacher would therefore have to establish him or herself as a firm yet supportive authority figure.

Mr Tierney believes that the remedial conditions into which many autistic children are at present being placed are totally inhumane. Even mildly disturbed children do not flourish in environments right for educationally sub-normal or physically disturbed pupils. The very few units operating similar family programmes are hardly well-known. Yet

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7/82

## Primary and Pre-school

Three sophisticated but largely untried microcomputers have been offered to primary schools under the Department of Industry Micros in Primary Schools scheme announced this week. Two big question marks hang over the scheme: can the computer companies deliver, and will the machines work when they arrive?

The scheme starts on October 1 and the three packages offered to primary schools include a microcomputer, a cassette recorder, choice of a monochrome or colour monitor, and training materials put together by the Microelectronics Education Programme.

As a condition of the scheme two teachers from every primary will have to undergo special training.

The package based on the Sinclair Spectrum 48K costs £346 with a monochrome monitor and £472 with a colour monitor; that based on the BBC/Acorn model B with disc interface costs £540 with a monochrome monitor and £650 with a colour monitor, and the package based on the Research Machines Link 480Z computer costs £418 with monochrome and £922 with colour. The monitors are manufactured by Microvitec, a Bradford company.

The Government will pay 50 per cent of the cost of each package, which means that a primary school would be able to buy, for example, a Sinclair Spectrum 48K with cassette recorder, training materials and colour monitor for £236.

The packages reflect the feeling in the DoI and the DES's Microelectronics Education Programme, which is involved with training, curriculum development and software production, that primary schools need more sophisticated machines than secondary schools to start with. Graphics is considered almost essential, though opinion differs on whether this should be high resolution graphics.

The Micros in Primary Schools scheme is designed to fulfill the needs of British industry as much as those of education. Carolyn O'Grady looks at what's on offer and asks whether the companies can deliver.

## Untried computers for the very young

The emphasis is also on expandability - hence the addition of the disc interface to the BBC/Acorn model B and the stress on the availability of the teletext facility for the model B. This will eventually allow schools to receive programs free of charge over the airwaves as long as they have bought the required unit.

Secondary schools were offered smaller machines - the BBC/Acorn model A, though a very large proportion have opted for the model B instead, and the Research Machines 480Z.

Mr Kenneth Baker MP, Minister for Information Technology, said: "Our objective is to enable teachers to get started in giving all young pupils - the five to ten-year-olds - experience with technology. The scheme also helps open up the important educational market to manufacturers of hardware and software."

However, delays in machines for the secondary schools' project, which began at the beginning of 1981, have been considerable, particularly for the BBC/Acorn microcomputer model B. Salford I.e.a. resource centre recently complained that an order for a model B made in September had not yet been fulfilled. Some winners of the 1980 DoI competition, who were awarded BBC/Acorn micros, were still waiting for their machines nine months later.

The Research Machines 480Z has been available since last September and the company are quoting a 14-week waiting time at the moment. The Sinclair Spectrum is at present an unknown factor as it has only been available since May. Like all new machines it has had some teething troubles which have held up initial production runs, but the company say that these are now ironed out. Sinclair are quoting an eight-week waiting time on current orders, but say that by October, with increases in production, they will have this down to four weeks.

The BBC/Acorn microcomputer has also had teething problems; there have been complaints of chips blowing and machines overheating. A company spokesman said that Acorn had to "build up a pattern of complaints" before they could act to improve the machine.

At present the machines are produced by ICL but in future they will also be made by AB Electronics and Race Electronics. From this month, they would, he said, produce 5,000 model Bs a month, compared with approximately 3,000 in previous months.

Mr Bob Coates, manager at MEP with special responsibility for primary schools, said that MEP would be lobbying for changes in delivery schedules and quality control. The



Kenneth Baker... who announced the scheme

three-month gap between the announcement of the primary school scheme and its implementation would give the companies time to step up production and improve the machines.

One surprising finding emerging from the secondary scheme, he said, was that price was not the critical factor. Schools had tended to go for the more expensive computers, presumably reasoning that in that way they could get more out of the Government.

MEP is preparing a paper comparing the three machines in terms of technical data and with the needs of education in mind. This will be available from MEP regional centres in October.

MEP is producing a multi-media training package to be posted free with the hardware. The package will include 20 programs for primary schools. These will be free, but more programs - about 10 a term, say MEP, will be available for schools for a subsidised price.

Other elements of the self-study

pack are a 200-page introductory text, a course reader, a machine guide and guide to BASIC - designed to provide "a gentle introduction" to each of the microcomputers available under the scheme. Audio case studies to illustrate how some teachers have used microcomputers in primary schools will also be available. The value of the package, said Mr Coates, was about £150.

Teachers completing the self-study course will go on a short course lasting one or two days.

About 80 per cent of secondary schools have already applied or received microcomputers under the DoI micros-in-schools scheme.

● In the summer edition of the *Head Teacher Review*, published by the National Association of Head Teachers, P E Stephens, headmaster of St George CE primary school, in Liverpool discusses the advantages of acquiring a computer in a primary school. Children are highly motivated by a microcomputer, he says.

The quality of programs, says Mr Stephens, is improving rapidly, but "sadly most of the programs are for junior rather than infant children and concern maths rather than language".

● Frances Farrer writes: At the conference entitled "Educating the Information Generation" held at Robinson College, Cambridge, Mr Kenneth Baker quoted a survey which found that 83 per cent of people admitted total ignorance of Information Technology, but 53 per cent of the same sample thought it was essential for growth.

Both Mr Alex Fletcher, Minister for Industry and Education at the Scottish Office, and Mr Baker were full of warnings about what will happen to Britain's competitiveness if Information Technology is not taught to everyone and soon. Many speakers foresaw the total demise of traditional subjects.

## German children in care of minders show good progress

Children cared for by childminders in Germany make as good, and in some respects better, progress than children cared for by their mothers, according to research by the German Institute of Youth in Munich.

This seems to conflict with evidence from this country, says an editorial in the latest issue of *Early Childhood*, a magazine that is shortly to cease publication.

The German research is summarised in an article by Dr James Swift, assistant professor of education at Würzburg University. It was based on the Tagesmutter project, a Government-backed childminding scheme started in 1974 which set up centres in 11 regions.

At these centres between 15 and 20 childminders were paid to supervise a maximum of three children each. Preference was given to the children of single parents who were in full-time work, foreign workers, and low income families. In the five years of the official project, 220 childminders cared for 420 children.

Research into the project showed that children cared for by childminders did no worse than those who stayed with their mothers. It also concluded that using childminders was preferable to paying mothers an

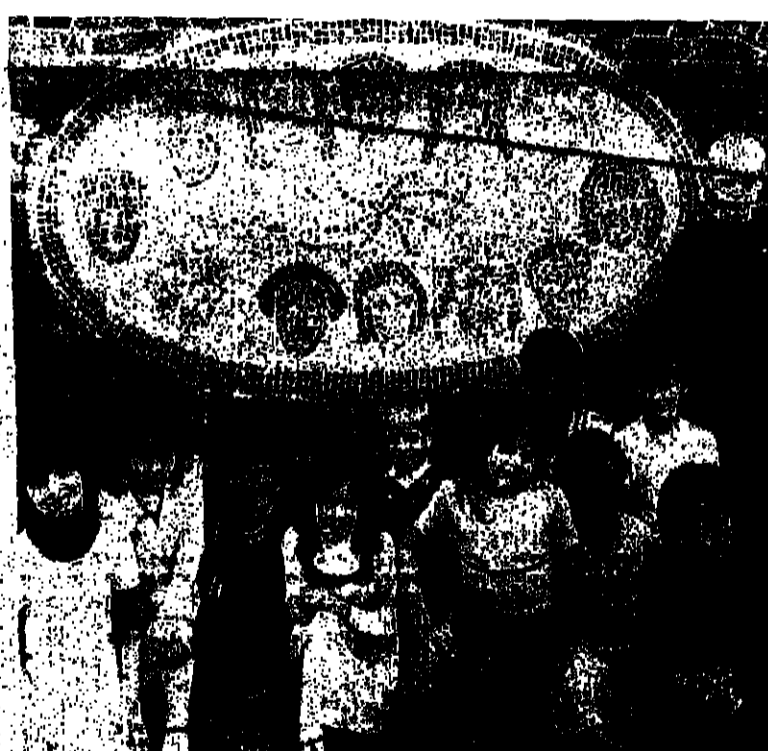
extra child allowance to stay at home (as advocated and practised in some countries). "Children brought up by isolated and discontented mothers are clearly disadvantaged."

But childminders did not provide the only good solution. Well run "children's groups", crèches and day nurseries, appeared, under suitable conditions, to offer an equally good environment for the child's development.

Since the project ended, and official funding was withdrawn, the groups had struggled to keep going. Nevertheless, the actual development has not lived up to all the participants' hopes and expectations, and positive results seem to be largely dependent upon the strength and determination of the local childminders' groups and the cooperation of the local authorities.

On the other hand, the fact that the project had been carried out had strengthened the professional status of childminders, based on the evidence that investment in advisory services and professional support could promote the child's development, and benefit both childminders and parents.

*Early Childhood* June-July 1982 16 Blandys Hill, Kington, Berks.



Anything the Romans could do... we can do better. Pupils from Laburnum Junior school, Hackney, are pictured with the canal-side mosaic they have created with a little help from their friends in the Free Form Community Arts Trust.

The project, which was initiated by Hackney's borough planners and funded by the Greater London Council, has brightened up the canal tow path adjacent to the school.

Each class has made its own mural and the older pupils have created not only the colourful self-portraits above but a large mosaic representing a laburnum tree.

## ILEA relents on new Bengali school

The Inner London Education Authority has agreed to build a new primary school for the Bengali community in East London even though there is space in schools in the same district.

To meet the needs of the 200 pupils who have been kept away from school because they fear racial attacks or have to cross major roads (as revealed in *The TES* on June 4), the ILEA development subcommittee has agreed to make an exception and build a school that might not otherwise be justified.

The six primary schools in Spitalfields and Whitechapel which the Bengali community normally use, are full. Other schools in the area have space because of falling rolls but many parents would rather send their children at home than send them greater distances.

Though the ILEA is still discussing schooling in Spitalfields, where the fear of racial attack is thought to be the greatest, it has proposed a new school in Whitechapel to cope with continuing immigration to the area. This would have to be justified to

the Department of Education.

The DES usually takes the capacity and rolls of all schools in a two-thirds of a mile radius into account when considering the need for a new school. On this basis, there would be no justification for a new school.

But the catchment area of the proposed school was limited geographically by major roads, and the nearest county school was more than a mile away. The new school would be a "one form" entry, 210 places primary.

## Under-sevens plea to Haringey

A London borough, which has a good record of provision for under-fives, has been urged to extend and improve facilities for under-sevens.

Haringey was praised for its cooperation between education and social services in a joint government circular. It has two nursery schools, 39 nursery classes, two combined nursery centres, six day nurseries, and supports the voluntary sector relatively generously.

But last week a report by local authority staff, representatives from the voluntary sector, and parents said this provision was inadequate. In particular, it condemns the lack of cooperation between health, education and social services, and the lack of attention to parents' needs and interests by all services.

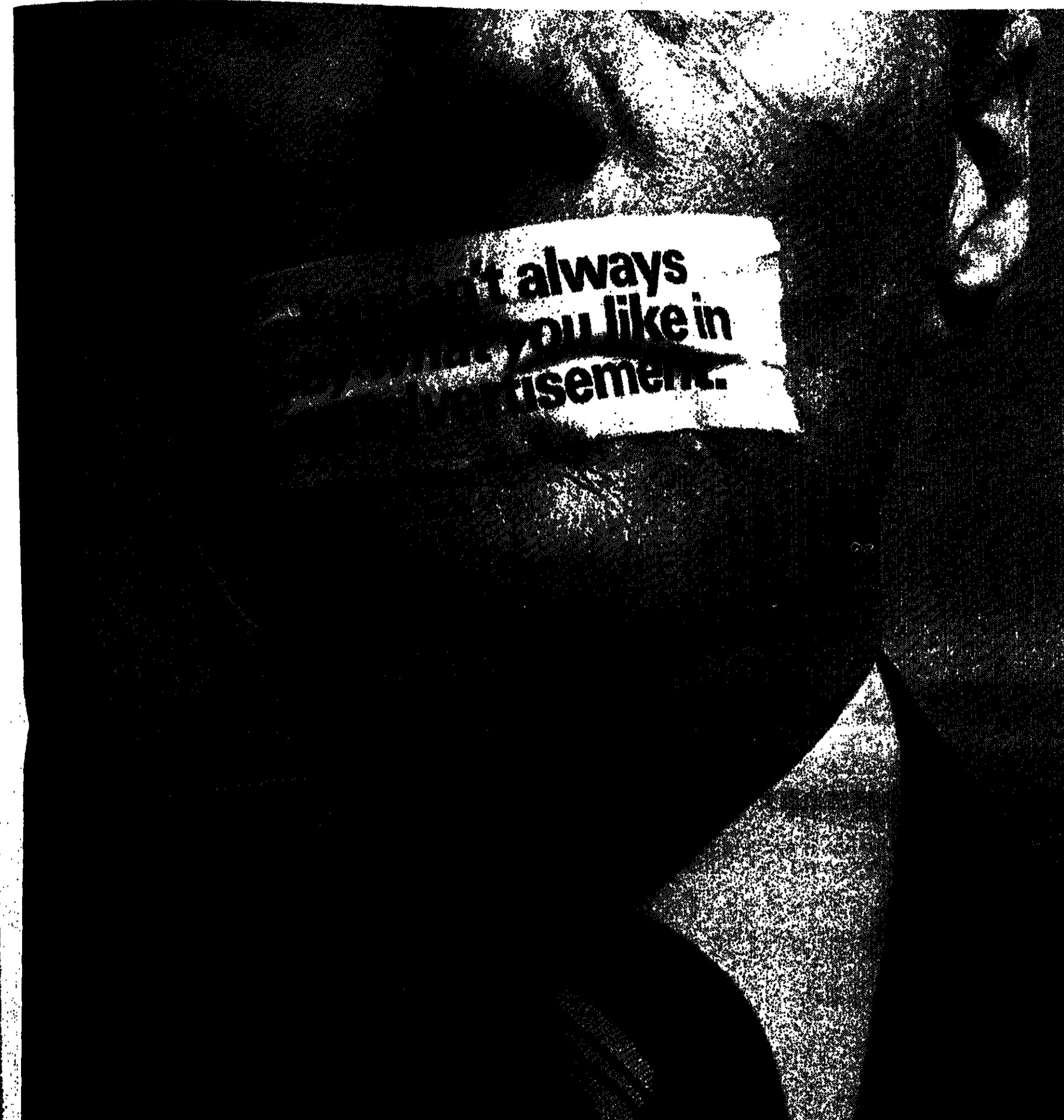
The report recommends better machinery for cooperation, and more locally-based social workers concerned with under-sevens. It also calls for far greater involvement of parents in schools and day nurseries, much more enthusiastic support of people trying to set up voluntary day care, and more after school and holiday provision.

It demands that all workers with under-sevens should have joint in-service training. Education facilities such as the multi-ethnic resource centre, should be extended and made available to all workers dealing with young children.

*Under-Sevens*, London Borough of Haringey Social Services Department.

## Wood work

Pupils at a Swansea primary school have adopted a derelict wood, with support from the Prince of Wales Committee. Under the guidance of Mr Keith Walters, their teacher, four-year pupils at Wauwarriwood school have cleared a neighbouring wood of rubbish and planted new trees. They are also finding out its history, and using it for nature study.



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Sarah Bayliss reports on the ninth annual conference of the Council of Local Education Authorities in Sheffield.

Sir Keith sets aside £2m to help bottom 40 pc in secondary schools

Local education authorities have been invited to take up a £2m Government grant to help less academically able pupils in secondary schools.

fresh look at the way they taught communication skills, literacy and numeracy. It was essential to equip all young people with skills for adult life.

had to break away from traditional styles. Recent evidence, including the Cockcroft Report on mathematics, suggested there was a strong case for a more practical slant to teaching for all pupils.

• Ideas for curriculum development and pupil assessment. However, the scheme was greeted with derision by Mr Fred Jarvis, general secretary of the National Union of Teachers who was a guest at the conference.

Block grant proposal rejected

A separate block grant for education was unanimously rejected by the conference with many speakers expressing fears that such funding would lead to more central control.

Mr Fred Riddell, Labour chairman of education in Nottinghamshire, proposing a motion against a block grant, conceded that alternative methods for funding local government needed to be examined.

Mr John Wears, vice chairman of Durham education committee, said the proposal contained in the Government's Green Paper on alternatives to domestic rates was dangerous.

Mr John Horrell, Conservative chairman of Cambridgeshire education committee and chairman of the Association of County Councils, said the idea of transferring the cost of education from the rates to another form of taxation achieved nothing, but it had attracted the support of many MPs.

Mr John Barnes, Conservative chairman of Kent education committee, said: "We would really be putting our heads in the noose. At the other end of the noose is not the Department of Education and Science but the Treasury. The noose might not be drawn tight at first but it would be sooner or later."

Mr Bryn Davies, Labour leader of the Inner London Education Authority, said the education block grant had "superficial attractions". Some authorities had inadequate standards which, in some circumstances, might improve by Government intervention; councils were also aware of the burden placed on ratepayers.

In the same debate on finance there was unanimous support for a motion from Wakefield which was "deeply concerned" about reports on the implications for education of the Government's White Paper on spending plans. The motion called for urgent discussions with the Government.

'Peace studies' bid fails

A proposal for education authorities to consider adding "peace studies" to timetables of secondary schools was narrowly defeated.

Conservative members swung the vote against it, warning that it would undermine such traditional disciplines as history, and would promote left-wing ideas. Some claimed "peace studies" was merely a platform for the Campaign for Nuclear Disarmament.

Labour members were appalled at the Conservative reaction.

Mrs Doris Birdsall, Labour's education spokesman on Bradford education committee, said, "You talk about the need for a balanced view. Well, the balance to peace is war. I can't understand what's so wrong in trying to instil into children a desire for peace."

Mr Fred Riddell, Labour chairman of Education in Nottinghamshire who seconded the motion from Tameside, said school children should be taught to analyse conflict of all kinds.

Mr John Barnes, Conservative chairman of Kent education committee and a lecturer in politics at the London School of Economics, said the subject of "peace studies" did not have a recognized body of literature suitable for schools.

Other conference decisions

By a narrow majority the conference agreed that local authorities should retain their present right to keep or abolish corporal punishment. Such a policy should not be determined at national level. Solihull's motion was passed by 27 votes to 23, with a large proportion of the 87 councils present not voting or abstaining.

A motion from Conservative-controlled Kent on educational vouchers was referred to the next meeting of CLEA. It said any serious review of local government finance should examine vouchers as an option "to avoid undue central control of the education system".

There was unanimous support for a motion from Calderdale on appeals under the 1980 Education Act. It opposed the Education Secretary's apparent intention to allow appeals by parents to a committee of the Department of Education and Science. The motion, seconded by Rotherham, urged the Education Secretary to leave the detailed consideration of cases to local committees and to use his powers under Section 68 and 69 of the 1944 Act only, to investigate general principles about the allocation of places and appeals procedures.

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Need to repeal Act underlined

The need to bring together teachers' salaries and their conditions of service by amending or repealing the Remuneration of Teachers Act, was reasserted by the conference chairman, Mrs Nicky Harrison.

In the coming months CLEA's leaders would also lobby to keep the Schools Council a single body and to make sense of the Government's "21 hours" regulations which were adversely affecting unemployed youngsters and their rights to study.

Education block grant had been recognized by the conference for what it was - "a wolf in sheep's clothing". The conference was united, she said, in its intention to take up urgently the implications for education of the Government's spending plans.

Boyson attacks Labour policy as a package to destroy standards

The Labour Party's education policy was attacked last week as "a recipe for sheer disaster" by Dr Rhodes Boyson, Education Junior Minister.

- He said Labour's policy, published last month in Labour Weekly, meant: • Less freedom for church schools, no more grammar schools; • No more assisted places or independent schools; • No more streaming according to ability; • No more school sixth forms; • An end to A levels; • Open entry to university; • No more corporal punishment.

He told Wembley Conservatives that it was "a recipe for sheer disaster for the next generation of our children if ever Labour got half the chance".

Dr Boyson, Tory MP for Brent North, went on to criticize the SDP's education policy. "The SDP says it would introduce the equivalent of the 1976 Education Act all over again, ban grammar schools, force comprehensives on everyone, scrap the assisted places scheme. It really is just a watered down, more neatly-mouthed version of what appeared in Labour Weekly, rewritten in slightly less strident, but the object is the same, egalitarianism and the destruction of any kind of academic or technical success or superiority."

Polish teachers refuse to join drives against dissident pupils



Dr Rhodes Boyson warning to Conservatives

Teachers in the provincial Polish town of Torun have refused to cooperate with police teams searching for pupils suspected of taking part in clandestine political activities.

The teachers had been instructed to accompany evening police patrols which were checking boarding houses and dormitories. They were also asked to submit reports on their pupils to both the police and the educational authorities.

But in a letter to the provincial authorities, the teachers protested that such tactics would turn teachers into policemen and official informers. The proper tool for a teacher was chalk, not a truncheon, they said.

The police drives against dissident pupils have coincided with a crackdown on schools where "unlawful activities" occur. According to Solidarity sources, after the nationwide pro-Solidarity demonstrations in May, the government issued instructions that the principals of schools where "illegal" assemblies of students took place were to be dismissed, and disciplinary action (including dismissal) taken against teachers who took part in or helped organize such gatherings.

Block grant proposal rejected

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Letters

Croxteth fuse

Sir - I see that in The TES of July 2 you report the closure of Croxteth Comprehensive School in Liverpool.

Sir Keith Joseph, in reaching his decision to reject a resolution by Liverpool City Council to keep the school open, has based his decision on a combination of lack of information, out-of-date facts and plain untruth.

For instance, he considers that in order to retain provision for the teaching of mathematics, English, science, modern languages, history and geography at both GCSE Ordinary level and CSE in the fourth and fifth years there has been a failure to obtain an adequate response to the needs of the less able.

This is manifestly untrue, as is also the assertion that maintaining sixth form teaching groups has caused educational disadvantage of the pupils in the 11-16 age groups.

It might be a matter of great concern for those involved in education that decisions can be made democratically, and overturned by the Education Secretary, and that in doing so he can reject the pleas of the people living in a vast estate who do not want to see their only school closed.

This is an area where social deprivation and needs are as great as in Tottenham, and without any social amenities worth speaking of.

Some would argue that the fuse has now been lit which could make Tottenham look insignificant.

All the public bodies who work in Croxteth recognize the needs of the area and oppose the closure of the school - but it seems that social considerations still do not have sufficient priority in the judgment of the Education Secretary.

The further question arises of where parents in the further new housing estate already under construction will send their children. They have already declared their support for the school.

Surely this is decision-making gone mad!

CYRIL D'ARCY Secretary of Croxteth Community Action Committee 6 Finch Road, Liverpool L14 4AS

Off-spin

Sir - (I am writing to protest mildly at the reference to myself in David Self's review of Roy Fuller's Vamp Till Andy (TES, June 25). The poem quoted by Mr Fuller at the head of his chapter 'Summers of the Past' is a humorous poem, entirely concerned with the cricket of my poetic friends in the village. There is no slur intended or implied on anybody's writing.

In fact, I have great admiration for Roy Fuller's poetry, and always have. Dr Lee could, I believe, be criticized for not presenting Fuller's 'War Poem'. "ABC of a Naval Voyage" "Good-bye for a Long Time" "Spring 1942" "The Photographs" "The Giraffes" "Crusade" "Some of the best poems of the Second World War" "Spring" "War" is obligingly critical of organized religion. "The Photographs" refers to the death of a friend.

Perhaps Dr Lee believes that these poems are good for the lads, and that some of the later poems that are his best, are good though these are.

DAVID RYAN 27 Kew Gardens Court, London SW15 1BN

Suppression of research

Sir - As the head teacher of a multi-racial school I read with dismay the successful attempt by representatives from black organizations to suppress Dr Mortimore's research.

The comparative failure of Afro-Caribbean children in public examinations is a cause for concern. However, the allegation that it can be explained away by reference to "racism", of either the conscious or unconscious variety, is without a scrap of scientific support. Having taught black children, in five different schools, for more than 20 years my general impression is that English school teachers treat all children in a caring and professional manner. I have seen no evidence that any black child has ever been undervalued as a person or underestimated as a scholar.

Whether the black community likes it or not, personality and family background have been shown repeatedly to be closely, indeed decisively, associated with attainment in school. If we are to gain insight into this question, those two variables must be taken into account. By refusing to allow a highly trained and disinterested researcher to examine the question openly and honestly, the black community is giving a distinct impression that it is more interested in seeking the truth.

Their attitude will have a predictable effect - it will dismay the overwhelmingly tolerant majority of teachers, and confirm the prejudices of a tiny minority.

R HONEYFORD Headmaster Drummond Middle School Bradford West Yorkshire

Sir - I feel compelled to express my concern that Dr Mortimore's study into why some black children do well at school has been dropped. My concern is that resistance to such a study is, in itself, an inverted form of racism that appears to view black children as an undifferentiated mass.

To stop such a study seeks to deny that institutions, whilst racist, also operate against working-class children, and most black children live in working-class urban communities. Such a study might have given valuable insights into the dual issues, and hopefully identified examples of good practice that would help schools steer towards a curriculum that is neither racist nor class-biased.

On the specific issue of black under-achievement, the Swann Committee would be well advised to examine the de-motivating effect of racist recruitment policies by some employers, as well as examining the racist nature of educational institutions.

A G KROKOU 10 Coleraine Road London N8

Reading matter

Sir - Mike Taylor's article on Reading (TES, July 9) is topical and interesting, and his claim that "well-written and attractive books are vital to the development of effective reading" is, of course, correct.

However, he ignores one of the most important studies of recent years which demonstrates this to be true under experimental conditions; Jennie Ingham's Books and Reading Development: The Bradford Book Flood Experiment, published in 1981 by Heinemann.

As evidence for his views, Taylor quotes from the better known studies which do not deal with reading development in as much well-researched detail as Ingham's work at Bradford, where in-depth, home and school-based case studies supported the development of attitudes to reading.

Perhaps Taylor is unfamiliar with the Bradford work despite its obvious importance - it was funded by the British Library. Or, alternatively, having read an account of the project, he fails to grasp the significance of its findings in relation to his comments in his article. This is a pity, as there is an obvious danger that hard-pressed teachers in schools, having read the article, may accept Taylor's references as definitive and, consequently, miss the chance of acquiring excellent information from the results of the Book Flood.

DAVID CARL Gladstone Road Buckhurst Hill Essex

Sir - While being an admirer of Margaret Spencer's writings and in agreement with her views on reading, I query the example (TES, July 9) of publicly discussing and commenting upon essays before the student authors are themselves aware of the success or failure of their efforts.

Having completed an essay on Reading as a part of a PGCE course in the current year I am informed that the results will only be available to me in August.

LYNNE A HABBINGTON Lawrence Road Ealing W5

Broody YOP

Sir - For Norman Tobbin to claim all the credit for the Youth Training Scheme is like the egg claiming credit for the chicken.

He is the beneficiary of the dedication and determination of

ROLAND MEEHAN Faculty of Education University of Birmingham

Misleading

Sir - The article "Six Colleges Show the Way" (TES, July 2), based on the joint NATFHE/MSC report refers twice to the MSC's Exemplary Projects Experiment. In the context of this article, the references may be misleading. It could be read as to mean that I.e.a.s such as South Tyneside and Cornwall were chosen to take part in the exemplary projects because they offered examples of particular practice. This was not the meaning of the word "exemplary" as used by the MSC in this experiment. The 12 I.e.a.s which took part were selected to represent a reasonable geographical spread and variety of type of authority - and because they were prepared to participate.

The phrase "exemplary projects" was intended to mean those from which we can take examples and learn from experiences - whether good or bad. The I.e.a.s' brief was to improve the FE take-up of MSC trainees on work experience schemes by corporate authority-wide planning. The results of this experiment, which was monitored and coordinated by the further education staff college, will be published in September.

COLIN TURNER Director of Exemplary Projects Experiment Further Education Staff College Coombe Lodge

Dressing down

Sir - Decisions that fall within that uncharted territory between home and school are increasingly falling victim to polarization into those that are the responsibility of the home and those that are the responsibility of the school. Upon even the scantiest analysis it is clear that this trend is not unrelated to the present political and economic climate.

In many cases it is now the sole responsibility of parents to ensure that their children are adequately fed at lunchtimes, that they are taught to swim and that they are given the opportunity of a musical education.

Yet Mr S. A. C. Francis (TES, July 2) wishes to know whether his school should decide on school uniform or smart office dress for their sixth formers. If there is one decision which is rightly the responsibility of parents and pupils, then this is surely it. However, if the school insists on making the decision, may I suggest they provide the option of shabby dole queue dress?

RAY APLIN Breinton Avenue Hereford HR4 0JZ

Other payments

Sir - Yet again (in your article "Planning for a Socialist Future", TES, July 2) it is mentioned that boarding allowances are only paid to "diplomats and officers serving abroad". This is not true. Allowances are paid to all members of the Armed Services, commissioned and non-commissioned ranks, should they not wish their children's education to be disrupted by constant changes of school due to frequent movements. It is not a privilege of officers!

MICHAEL KIRK Head Master The Gordon Boys' School West End Woking Surrey

More letters, page 14

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Letters continued

## Uncertain future for Nuffield exams

Sir - The Nuffield Chelsea Curriculum Trust has announced the revision of Nuffield Advanced Biology and plans are under way for the writing and editing of these materials. Can teachers committed to the examinations related to this course now relax, assured that the future is secure? No, they cannot.

It has long been suggested in certain circles that since Nuffield has significantly affected the format and style of many boards' examinations, and even the content of some, there is no longer any need for special exams. This view has been held by a significant minority but now the weight of the Secretaries of State has been thrown behind it, giving a credibility which, in my opinion, is undesired. In a recent publication, *Science Education in Schools - a consultative document* (HMSO, June 1982), they state: "The approaches of the Nuffield courses have, however, permeated many examination syllabuses, and there is now little difference between a 'Nuffield' and a 'traditional' course."

Teachers of Nuffield courses in general and Nuffield Advanced Biology in particular know that not to be so. The features uniquely offered by the Nuffield examination, those which perhaps attract many teachers to the course, are the style of ex-

perimental design questions, the comprehension paper and the compulsory project.

Another aspect, and perhaps one of which not all teachers are aware, is the tenuous link between the trust and the board who organize the examination. The fact that the materials are being revised in no way guarantees the future of the exam. Books are written to make a profit, and of course it is right that potential, high quality materials should have a wider appeal.

Clearly then the revision is to be warmly welcomed. It is all too easy for a course tied to a set of published materials to become introspective and stagnate, but it is the unique features of the examination that need to be retained. The "little differences" referred to by the Secretaries of State are those which present pupils with novel situations, test their ability to analyse experimental results and encourage them to solve realistic problems - just those features which later in the same document (paragraph 13), current examinations are criticized for not frequently including.

ROGER J LOCK  
Lecturer in Education  
University of Leeds



A S Neill: 'only background'

## Special case

Sir - In his alternative view of the top twenty books (*TES*, July 2), Ted Wrang suggests "we must bring back A S Neill's *Summerhill*, not because one wants to imitate him, but simply because no one is over the same after reading it."

What a bizarre state of affairs, to find a book that has provoked so many thousands of teachers to rethink their attitudes to children now generally overlooked by teacher trainers.

In researching Neill's life, I found this to be a common reaction amongst teachers as they began their careers. Reading Neill - not only *Summerhill*, but some of his earlier *Domine* books - was a revelatory experience to many. Yet the colleges and universities, with one or two exceptions, made it clear to students that Neill's ideas were of only marginal relevance to their future lives in ordinary schools.

Summerhill, after all, was something of a special case - wasn't it? Neill, if he appeared at all on reading lists, was only background, to be mentioned but not imitated.

Meanwhile, students were recommended to go back to philosophers such as Rousseau, whose value to modern teachers seems to me less than nil, and to plough through those books about books which would embarrass them to please the examiners.

Neill's - dangerously practical - experience with children was passed over in favour of the wisdom of the academic sociologists, psychologists and curriculum developers. Teachers then and now it seems, had to learn how to relate to children in spite of rather than through their training.

JONATHAN CROALL  
Author of *Neill of Summerhill*  
Bicester Road  
Chesham  
Surrey

## CND dispute

Sir - The members of the Whitehaven Branch of NATFHE have expressed their disquiet at the recent NATFHE rule changes and subsequent affiliation to CND.

This disquiet is not allayed by the rather complacent statement issued by the general secretary to the effect that democratic procedures were followed at conference and that the affiliation fee is a mere £25.

It is clear that there is increasing manipulation by the left-wing of NATFHE and that a coup has been carried out similar to those perpetrated in many Labour Party branches.

NATFHE members from this branch joined to protect and further their professional and educational interests, not to have a left wing minority presume to speak politically on their behalf.

The affiliation to CND is bound to lower the public esteem for the profession which will be seen as being increasingly left orientated. It should further be noted that CND has previously fallen into disrepute and disarray and could well do so again when fashion changes.

We hope that other NATFHE branches will join us in voicing their opposition to the present trends in NATFHE and in pressing for a reconsideration of the recent changes.

A way of ensuring a greater degree of democracy would be the introduction of referenda for the whole membership to decide on possible rule changes rather than a conference caucus.

We have a history of occasional publications in this school, all of which have been well received by our professional colleagues in secondary and higher education and in the industry. Part of the reason for that is the careful process we have established internally for the review of any prospective publication.

The document produced by Selmes, Tesker, Widdows and Whitehead has not successfully been negotiated through that process. The paper can, therefore, have no institutional status in school or university terms.

YRFF THOMPSON  
Professor and Head of School of Education  
University of Bath

For some schools there will be little problem while others may be short of as many as six full-time equivalent teachers and what are recognized as key areas of the curriculum will be affected.

Can the chance timing of staff appointments really be regarded as a sound criterion upon which to base a school's curriculum and class sizes?

Many of the councillors allowing the selective postponements are themselves members of the school governing bodies with commitments for their pupils. Surely they must see that the penalizing of certain schools in this random manner is both irrational and unjust. As elected representatives committed to maintaining educational standards, and with a clearer understanding of the problems caused, they are urged to reconsider their decision.

JOHN ERSKINE  
Member for Merseyside and the National Executive of AMMA  
Chairman of AMMA's National Education Committee  
Sefton Deputy Head Teacher

**Paper status**

Sir - With reference to "Training textbooks condemned" (*TES*, July 2), and the associated letters from Ted Wrang and Trevor Kerry published in the same issue, I wish to make clear to your readers the status of the documents at the centre of the controversy surrounding the appraisal of the Teacher Education Project Materials.

The critique is the work of four members of the School of Education at the University of Bath and, as such, is their own individual responsibility. It does not enjoy any standing as an occasional paper from this school, and it therefore cannot be obtained as a published document as is stated in the footnote to the article on page 12.

We have a history of occasional publications in this school, all of which have been well received by our professional colleagues in secondary and higher education and in the industry. Part of the reason for that is the careful process we have established internally for the review of any prospective publication.

The document produced by Selmes, Tesker, Widdows and Whitehead has not successfully been negotiated through that process. The paper can, therefore, have no institutional status in school or university terms.

YRFF THOMPSON  
Professor and Head of School of Education  
University of Bath

**Sefton anger**

Sir - Anger and frustration are just two of the reactions being expressed by Sefton teachers at the decision of the local authority to save £350,000 by freezing any unfilled teaching posts.

When, in March, schools were given their staffing allocations for 1982-83, based on a not-over-generous PTR, curriculum pleas were finalized and the work of translating them into timetables was begun.

In July, the selective postponement of teaching posts means that schools are unable to complete their agreed establishments, the figures on which the planning was based. The effect is an arbitrary one-

## Familiar questions

Sir - The experiences of Mary Ruffell (*TES*, July 11) and Marion Jones (*TES*, July 2), are, alas, all too typical of women teachers seeking promotion. We would like, however, to assure them that the biggest problem and the one most likely to be attempted to resolve it, is not the NUT, in conjunction with the Equal Opportunities Commission, published *Promotion and the Woman Teacher* - the results of a survey of the position of women in the teaching profession. We found that over half the women who had attended promotion interviews in the previous five years had been asked irrelevant questions on topics such as child-bearing, husbands' attitudes and job mobility.

Such questions were both insulting and discriminatory and the NUT is committed to their elimination. To this end the NUT policy, as formulated by the 1981 conference, is that all candidates should be questioned on the same areas of interest and that these should not include their marital status or domestic arrangements. The union has raised this matter with local authorities at national level and has asked members to report examples of bad practice when they occur.

JEAN FARRALL  
Women's Officer  
HELEN QUIGLEY  
Head of Research Unit  
National Union of Teachers  
Hamilton House  
Mabledon Place  
London WC1



The children of Spanish-speaking immigrants have customarily been offered bilingual instruction up to the age of nine.

## Immigrant Mexican children hurdle the English barrier

LOS ANGELES: Bilingual classes for Spanish-speaking children, an intense subject of debate during the late 1970s, may no longer be required, because immigrant children are learning English faster than had been anticipated.

In those parts of Southern California, the US South West and Florida where there is a large Spanish-speaking community the practice has been to attempt bilingual instruction up to the age of nine and then go over to instruction in English.

However, linguistic researchers and demographers who have studied the latest data say that Latin immigrants are switching to English at about the same rate as the German, Italian and Polish immigrants who came before them. Indeed, in the Los Angeles area the "language shift" is occurring faster among Latin youngsters than in previous eras.

"I have tried, but I have not been able to find any child who was born here and who cannot speak English," said Benji Wald, a researcher for the National Council for Bilingual Research. "By the age of 12, they are speaking English."

Nevertheless, the influx of Latin immigrants has heightened fears that California might ultimately witness a Spanish-speaking separatist movement similar to that of Quebec.

And Senator S I Hayakawa, who is of Japanese origin himself, is sponsoring an amendment to the US Constitution which would make English the official language of the United States.

He argues that his amendment would make it less likely that any separatist movement could ever become established.

But this view is rejected by Professor Calvin Veltman, of McGill University, Montreal, who made an analysis of census data for the US Department of Education. "There is no comparability whatsoever between what is happening in the United States and Quebec," he says bluntly.

## Neo-Nazi groups gain support from the young

BONN: Evidence of neo-Nazi activities among West German schoolchildren is mounting. "Hitler lives", "Germany awake" and "Kill the Jews" are the slogans daubed on many school walls.

In May last year, police in Nuelheim of the Ruhr arrested a group of school-leavers who had attacked "leftists" following pupils with air-guns.

Police confiscated stickers bearing a swastika and the slogan "don't buy from Jews" at the home of a West Berlin sixth-former earlier this year.

At a Mainz secondary school, members of an extreme Right group calling themselves the "werewolves" performed military "manoeuvres", included target practice and building barricades.

The circulation of right-wing comics has increased to around 100,000 copies a month. *MUT* (courage) aimed at young teenage boys, condemns punks, blacks and homosexuals as "infected elements". The cover of the March edition carries the heading "From resignation to nation" above a picture showing a crowd of disgruntled-looking teenagers.

Sociologist Richard Stoss thinks that the new wave of right-wing ex-

Republic of Ireland/John Walshe

## OECD team says jobless total is underestimate Schools criticized for failing to prepare pupils for adult life

DUBLIN: A review team headed by Mrs Shirley Williams, former UK Education Secretary, has strongly criticized Irish schools for giving school leavers "inadequate preparation" for working life, and forecasts even higher youth unemployment.

The report of the review, leaked in the Irish *Independent*, puts the real figure of youth unemployment at 16 per cent, in contrast to the official overall rate of 11.2 per cent.

The team, doing the review for the Organization for Economic Cooperation and Development, criticizes the absence of reliable statistics about youth unemployment. It notes that those under 18 have little incentive to register as they are not entitled to unemployment benefit. The figure of 16 per cent is based on the team's estimate of 22 to 23 per cent for under 20-year-olds and around 11 per cent for young adults.

It warns that the prospect of youth unemployment in five to 10 years is "bleak indeed", considering that almost half the country's population is aged under 26.

Irish schools, grammar schools in particular, are strongly criticized because they are "excessively geared" towards a small academic elite for higher education and tend to ignore the disadvantaged.

The report recommends that committees should be established to bring together all the interests in local second level schools. These committees should ensure an adequate balance between vocational and academic education, both between and within schools. If necessary, the Education Ministry should use financial sanctions against schools or areas which fail to offer such a balance.

It criticizes the shortage of vocational guidance counsellors - there are only 550 or one for every 770 pupils. Careers guidance is rarely a timetable course and many careers teachers are unfamiliar with industry, it says.

The report says vocational-related study and pre-vocational training should be available in all second level schools. This is especially important for the middle band of young people who are neither set for higher education nor specifically educationally disadvantaged.

It suggests a programme of compensatory education for disadvantaged children and disadvantaged neighbourhoods, such as parts of Dublin's inner city.

On higher education, it welcomes the expansion in the National Institutes for Higher Education and Regional Technical Colleges. But it wonders whether an even higher level of expansion might not be justified.

"In this regard it is noteworthy that there is an excess of places available in higher education, especially universities, in the North of Ireland. We believe that some cooperative planning of higher education places between Belfast, London and Dublin could well be advantageous," it says.

Other members of the OECD team were Professor Fritz Scharpf, director, International Institute of Management, Berlin, and Mr William Spring, research fellow, formerly associate director for employment policy, White House Domestic Policy Staff. They had been asked by the Irish authorities to carry out the task.

## Antidote to dole blight sought

HELSINKI: A working party headed by two senior officials in Finland's Ministry of Education has issued new proposals to combat the lengthening juvenile dole queue. It suggests that many likely job-seekers could be persuaded to stay on at school if there were an effective pattern of consultation encompassing headmasters, teachers and labour board representatives, and if the qualifying age for unemployment benefit were raised from 16 to 18.

The report spells out a depressing family situation: 11 per cent of Finns aged under 25 are unemployed, and they form 35 per cent of the total jobless. The proportion of continuing their studies has been increasing to 8.5 per cent in senior secondary (post-comprehensive) schools and 6.5 per cent in vocational training centres. It concluded that unemployment has boosted this wastage rate by making youngsters less inclined to study.

The main thrust of the proposals is directed at vocational training schemes, which could be expanded to absorb more school-leavers who would otherwise be unemployed by giving employers financial incentives to release young workers to attend courses. The number covered by an institutionalized system of study agreements could be doubled within a year to 10,000. About 40 per cent of the annual £2.5m costs would go on a quadrupling of grants to employers, in particular those managing businesses with fewer than 28 employees.

If implemented, the reforms will have less impact on schools than on vocational training centres. However, the experts urge more generous financial support for those attending senior secondary schools.

## Reform of top college causes rift

PARIS: A plan to reform France's exclusive college for top officials - the Ecole Nationale d'Administration (ENA) - has provoked heated controversy in the French press.

The reform, designed to broaden access to ENA's courses, was announced recently by M. Anicet Le Pors, the communist minister for the public service. It would open the school's doors to suitably qualified local officials, professionals and trade union members.

Since it began in 1945, ENA has been considered by the left wing as a bastion of elitism and technocracy. It has produced a high proportion of the country's leading officials and ministers, and provided the model for many other countries' public service preparation. But, according to M. Le Pors, the reform will change both the image of the school and the ministers it produces.

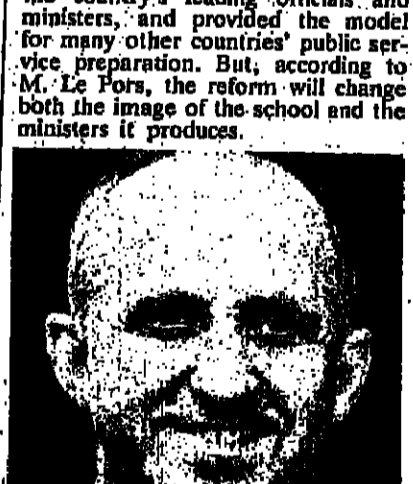
## France/Pamela Schirmeister

At present, the school runs two courses: an external course for students coming directly from school or university and an internal course for experienced civil servants.

M. Le Pors says the final exams are allotted to candidates' backgrounds and that this works to the advantage of the external students.

Under the changes, due to come into effect next year, a third course would be added, more places would be created on the internal course and the advantages of the students on the external course would be levelled out. The admissions panel would also be enlarged to include members other than professors and civil servants.

"Advocates of the reform insist it is necessary for the success of the Socialist experiment. But opponents say it may simply breed another uniformity: that of mediocrity."



Anicet Le Pors

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## Australia/Bill Purvis

Call for greater emphasis on second language teaching

SYDNEY: Australians should be encouraged to learn a second language to help them become more aware of the values and perspectives of migrants, according to a senior Federal Government official.

The Secretary of the Department of Immigration and Ethnic Affairs, Mr John Menadue, said Australia had become one of the most multi-cultural and multi-lingual countries in the world. This fact had not been adequately recognized by governments, educationists, the media or business, he told a conference organized by the New South Wales Ethnic Communities Council.

Children "from the very earliest school and pre-school ages" should have the opportunity to learn about other languages and cultures, he added.

Another speaker, Mrs Frances Miles, told the conference that secondary pupils who learnt a foreign language apart from French or German were discriminated against by the Higher School Certificate marking system.

Between 20 and 25 per cent of students in Australian schools are believed to come from a background where a language other than English is used.

## Italy/Rita di Giuseppe

Late developers

VERONA: Increasing numbers of pensioners are seeking higher education at institutions designed to meet their needs.

Especially called Universities for the Third Age or Academy for the Golden Age, there are about 30 of these organizations now operating all over the country. Registrations increase each year, partly as a result of a halving of the birthrate, and a constant increase in the over-65 category. No specific diploma is required to register.

The courses are organized according to local demands, and the average duration is three years. Activities fall into two categories: those that are taught by specialists and those conducted by the students themselves.



# STRESS IN SCHOOLS

Jack Dunham describes the symptoms and provides a teacher survival kit



Photo: Janine Wendel

In my studies of stress in schools, teachers have identified many pressures but the most significant have concerned the changes which have altered schools and the work teachers do in classrooms. They have had to learn how to teach in larger schools and to cope with more disruptive pupils. They have been asked to take on the pastoral care of pupils with personal and family problems and have been pressed to use new teaching methods. These organizational and curricular changes have necessitated attendance at numerous meetings which have only added to teachers' frustrations.

Teachers also say "poor working conditions": physical, social and financial, add to their problems. These include split site schools; poorly constructed buildings with inadequate sound proofing and high noise levels; difficult and frustrating staff relationships; poor communication and little support by top management; poor cooperation between the academic and pastoral concerns; conflict between the departments; and a lack of support for teachers with professional problems.

The financial aspects of poor working conditions are increasing; reduced school budgets have meant lower levels of expenditure on equipment and textbooks and cuts have also resulted in more redeployment, redundancies and school closures.

Reactions to these pressures in school depend on teachers' professional skills, experience, personality, their leisure activities and the support they receive from colleagues, family and friends. Some teachers do learn to cope with many experience levels of frustration ranging from mild irritation to extreme anger. These may be displaced on to the pupils, colleagues, or the head. If teachers try to hide them they can lead to psychosomatic symptoms including headaches, indigestion, sleep disturbances, skin rash and difficulty in swallowing.

When this frustration continues teachers report feelings of depression just like "middle managers" who feel they will not be promoted again and experience a deep sense of being trapped.

Stress also gives rise to severe anxiety which makes itself felt through feelings of incompetence, loss of confidence, confusion in thinking, difficulty in decision making and, occasionally, panic.

The drain on teachers' resources as they attempt to cope with the demands in school is

sometimes severe and leads to fatigue and exhaustion. Some teachers attempt to protect themselves by withdrawal. This may take the form of absenteeism, leaving teaching for other jobs, early retirement, resistance to change or unwillingness to participate in decision making.

I was recently invited by a head to be the consultant in an in-service training day in a secondary school. The theme of the day was "Adapting to change". It took place just after the first half-term and was arranged to provide the staff with an opportunity to discuss ways of coping with the closure of their school at the end of the school year. Before the conference, I interviewed individually 12 members of staff and we later discussed the main results of my interviews during the in-service day.

There were five main reactions to the closure: anger, unwillingness to prepare for redeployment, anxiety, loss of confidence, and various coping strategies.

Their anger was strong and bitter. "I feel really let down by the I.e.s." said one. These feelings were more intense for those teachers who felt that they had betrayed the children by not working hard enough to maintain the viability of a familiar and friendly school. Feelings of anger were increased by a sense of discrimination and even of stigma.

Many of them made their anxieties quite plain: "My main worry has been about not getting an equal post."

"I am worried about the cost of moving houses."

"I don't want to teach subjects for which I am not trained."

"I am apprehensive about the pupils' behaviour, uncaring attitudes and bad language in another school."

"I would hate to be in a situation where I could not cope."

"I will have to prove myself all over again in the new school."

"I am worried about being plucked on to another school."

I found similar anxieties among teachers apprehensive about reorganization. They were worried about the abilities and attitudes of the pupils they expected to teach in the comprehensive schools. They were apprehensive about the disciplinary problems which they expected to be greater than those experienced in their grammar schools and thought they would have to give up patterns of behaviour to

which they had become accustomed over a number of years.

These reactions are even experienced by teachers with several years of service. They cannot just be blamed on the adjustment difficulties of probationers.

Interviews for new jobs come as a bit of a shock for some teachers. They had not realized their interview skills had become rusty and this added to their loss of confidence. Only when they went to talk to the head of another school did they become aware of their poor performance. One teacher after this experience persuaded the deputy to give him some mock interviews.

But some developed ways of coping or seem to have been coping with:

"I have the inner strength of knowing that I have adapted before."

"I said to myself, 'Ah well, there's more to life than teaching.'"

"Good reports seemed to have been given about me by the head and my other referees. This gradually helped to overcome my self-doubts."

"I have had great support from friends outside school."

"The staff in general have been marvellous. They have ignored my black moods on my bad days."

"In my new school I will use a number of survival strategies; don't rush your fences, know what the school is, know the opposition."

These resources can be compared with the coping actions reported by Chris Kyriakou in a study in which 42 comprehensive school teachers rated the frequency with which they used various actions to reduce stress at work. The 20 most frequently used were:

1. Try to keep things in perspective
2. Try to avoid confrontations
3. Try to relax after work
4. Try to take some immediate action on the basis of your present understanding of the situation
5. Think objectively about the situation and keep your feelings under control
6. Stand back and rationalize the situation
7. Try to identify potential sources of stress in the bud
8. Try to reassure yourself everything is going to work out all right
9. Do not let the problem go until you have solved it or reconciled it satisfactorily
10. Make sure people are aware you are

doing your best.

11. Try to forget work when the day is finished
12. Try to see the humour of the situation
13. Consider a range of plans for handling the sources of stress
14. Make a concerted effort to enjoy yourself with some pleasurable activity after work
15. Try not to worry or think about it
16. Express your feelings and frustrations to others so that you can think rationally about the problem
17. Throw yourself into work and work harder and longer
18. Think of good things in the future
19. Talk about the situation with someone at work
20. Express your irritation to colleagues at work just to be able to let off steam

It is clear that teachers need help to prepare for reorganization or redeployment. The first step is to give realistic information so that teachers become aware of the demands they might experience. Secondly, they need details of the resources which are available to help them cope and the final step is to encourage staff to work out their own plans and methods of protecting and reassuring themselves.

As part of the work at the first stage in this framework staff might be given information from redeployed teachers. Four former members of staff provided this input during the in-service training day:

"I felt that the head had been forced to accept me."

"I felt that I had been forced to accept the job."

"I felt that my colleagues regarded me with suspicion."

"I think 'redeployed teacher' is a stigma."

The in-service training day identified three needs:

- practice in interviewing skills, eg "how to marshal one's thoughts under pressure"
- retraining to provide a wider range of teaching skills
- information about vacancies and retirement

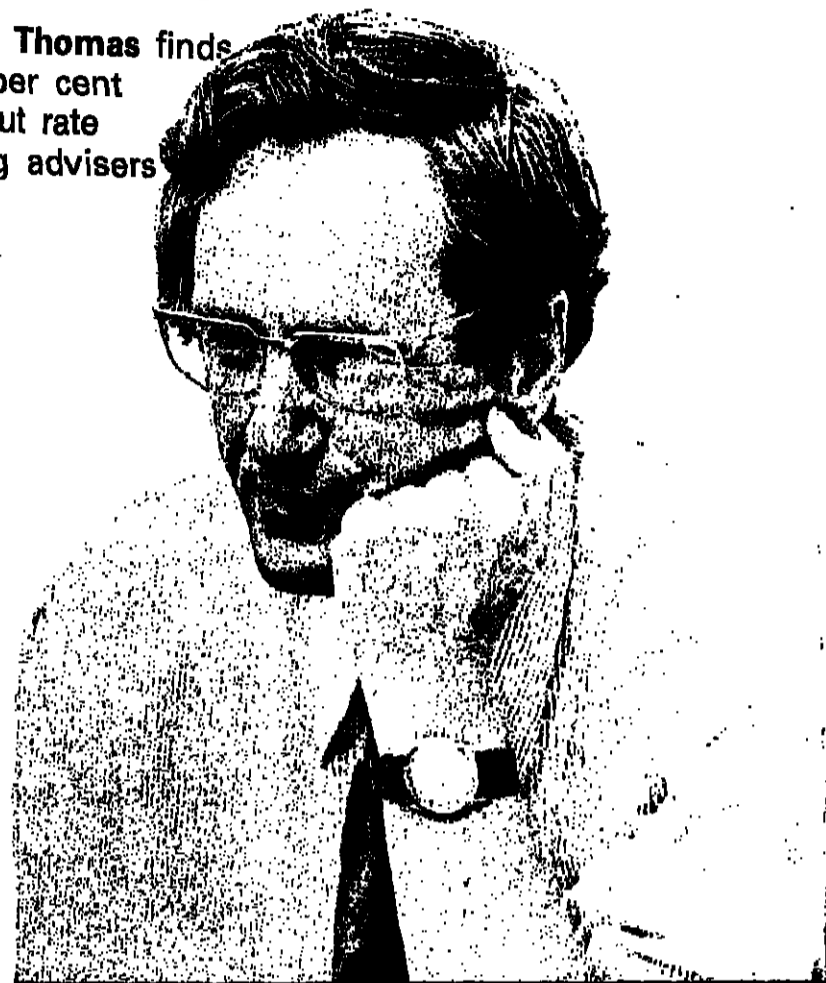
The final step in preparing for change, encouraging staff to work out their own plans and methods of coping, goes beyond the provision of information and should include dealing with the family pressures caused by redeployment and early retirement:

1. Try to reassess your own position
2. Try to reassess your own position
3. Try to reassess your own position
4. Try to reassess your own position
5. Try to reassess your own position
6. Try to reassess your own position
7. Try to reassess your own position
8. Try to reassess your own position
9. Try to reassess your own position
10. Try to reassess your own position

Jack Dunham is a lecturer in psychology at the University of Bath.

# Simply Murder

Susan Thomas finds a 20 per cent drop-out rate among advisers



When you have spent the last 20 years building up a project only to officiate at its dismemberment, it is, quite simply, murder," a convalescent adviser complained recently.

Local authority advisers are under pressure as never before: pressure produced by the vagaries of the politicians, by conflicting loyalties, and above all by the impact of the financial cuts. Frequently they add up to a 100 hour week, a 58,000 mile year, a 20 per cent fall-out of heart, ulcer and breakdown victims (either terminal or incapacitated) and a frightening percentage of vital expertise reduced to coasting downhill to retirement.

Like everyone else in education, they are having to run ever faster to stand still, and one of the most disturbing aspects of the situation is that even those close to the problem do not realize how serious it has become.

"If I go to the education committee to fight the cuts they come back with 'That's what you said last year and we cut the grant, now show us where education isn't working'. And you can't. It is still working but only because everyone involved is doing two people's work." It is a situation which can't last for long.

"There is a growing feeling of despair in the service," another adviser from a large rural authority said. "Over the last few months, for the first time in my life, I have found myself making stupid mistakes - confusing dates, numbers on courses, that sort of thing."

"It is the result of the sheer intensity of the workload and the variety of demands."

For willy-nilly advisers have become generalists. Even the most single-minded now holds a general inspectorial brief as well as an advisory one - a situation which, according to Mr David Wilkinson, president of the National Society of Inspectors and Educational Advisers, means that highly motivated, conscientious people are under tremendous personal pressure to perform on all fronts and to work themselves into the ground.

An adviser in an industrial area with its fair share of social problems explained: "As well as managing in-service courses on shoestring budgets, negotiating with every head individually for the release of staff (do they cover with a supply, a peripatetic teacher or do it themselves) and then frequently having to cancel at the last moment for lack of support, we are constantly on call to answer distress signals from the schools. This is turn means breaking prior arrangements and losing credibility".

The situation would be easier if advisers had a support team. Most, but not all, have access to the typing pool.

"On average it seems to take them six weeks to turn a letter round," a local education officer told me, "not least because they

spend so much time on routine, low level tasks - counting heads, photocopying work sheets, even cutting up wood for CDT courses." The scarcity of skilled technicians and specialist resource centres is another major headache.

The new inspectorial role, writing reports on schools and teachers, making recommendations for redeployment or early retirement and occasionally for a termination of contract, is often distressing for people who see themselves as advisers. There is frequently a conflict of loyalty between the needs of the individual and the needs of the service.

"How do you reconcile your desire to help an able teacher develop her career by moving on from a school with falling roles and closure imminent, when your duty to the children demands that you persuade her to stay?"

With morale at a low ebb it falls to the exhausted heads (in their new roles as social workers/employment officers/educational charity organizers) and the equally shattered advisers to give a lead in cheerful creativity.

And as children and advisers have found out their cost, what is in with one party is often out with the other. Thus socialists fund nursery education, sixth form colleges and disruptive units, Tories encourage schemes for gifted children and 11 to 18 schools. A change of government can destroy years of work at the stroke of a pen.

"I will never be so politically naive again," a disenchanted Midlander said. "It took me a long time to realize that local policies are just the reflection of Westminster's struggles. What we need is a better educated electorate

## 'Sir is it your mum?'

Teaching practice justly generates a fair amount of sympathy for the student from fellow students, school staff and the public alike. I certainly share it. Certain of my own teaching practice scars I shall bear for life. But how about some sympathy for the "struggling tutor"? "What!", you say. "Sympathy? Who no teaching, swanning round the countryside, just sitting at the back of lessons watching others sweat, coffee with the head, listening to lessons after they've started? Sympathy?"

Well yes. Firstly, has it ever struck you that as a tutor you can never get the timing of your class right? Having sat up till the small hours of the night, you find the class is not there. Or, having visited time, round those non-existent colour teaching commitments, fought with colleagues with diplomatic frenzy over the slots on the visiting grid, spent literally hours trying to get through to the schools to give advance warnings, you finally arrive.

Head: "Oh, I didn't know you were coming; we didn't expect you."

Adviser: "I'm sorry, I'm early in the practice isn't it?"

Head: "We were a little surprised you had been in to see her yet."

Adviser: "And unanswerably the time span between those last two comments is constituted by the weekend between the second and third week of the practice."



Similar: "Well, I always think it's a little unfair to visit a student on Monday/Friday, last two/first two, when they've had a full morning/had nothing to do all morning except get het up". It emerges that the only acceptable time is between 10.30/11.30 on Wednesday or Thursday and you can discount either of those if there has been some nonstandard event.

"It's unfortunate you've chosen the day after the school play/before the occasional holiday."

Polishing a cheerful smile you walk into the classroom. Does anyone really get a kick out of being some kind of roving blight? At your appearance you see the student's face go tense, appears with diplomatic frenzy over the slots on the visiting grid, spent literally hours trying to get through to the schools to give advance warnings, you finally arrive.

Head: "Oh, I didn't know you were coming; we didn't expect you."

Adviser: "I'm sorry, I'm early in the practice isn't it?"

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special kind of anguish in watching someone else teach in difficult circumstances.

Where else can one sit watching a fellow adult take knock after knock, making things difficult for themselves through inexperience, or simply having to cope with the perversities of life which in school can count for normality?

"Miss, Mrs Farwell says can the A-Gs go for dental?"

"We been Miss, we been." Or (there's the ubiquitous pop-up teacher: "Sorry, can I just... Jackson what are you doing? No, Karen I didn't complete the marathon. Come on you lot, settle down. Oh sorry, I didn't realize you had a visitor." To say nothing of the board-covering map signed "Please leave", or the chairs that have been taken for the examination in the hall. If lucky enough to find one without disrupting the whole class, the tutor perches on the chair at the back. "Sir is she your girl friend?" Grinace from student. "Sir is it your mum?" Grinace from tutor.

With legs splayed uncomfortably in an attempt to keep pad, student's file and its loose papers balanced on your knee you try to write legibly - but not so legibly that the child six inches away can read it.

The next problem is what to select for comment and how to phrase it for these particular circumstances. Does any fellow tutor offer an advance on your despairing nine false starts during one grim double period in 1979?

Back to the staffroom and what can be the most taxing period. It's not just the conversation with the student. That can be difficult enough certainly, and is not helped by the averted grins or open interest of others in the room. No, it's the other demands on your diplomatic skills. To hunt or not to hunt? The "teacher responsible"? To corner them insensitively in some private sanctuary? Or to be

which understands the effects of different policies on its children's education."

If advisers find there are not enough hours in the day, miles on the meter (Bedfordshire has just cut 20 per cent off its mileage allowance), nor INSET money in the till, their greatest anxiety is still that there is no longer any time to think - broadly, analytically and creatively - about the whole scheme of things. "People are simply becoming too tired to do the job properly" is a sentiment which can be heard in every corner of the land.

It is the same story at every level. The Society of Education Officers has not compiled statistics showing the relationship between its members' health and overwork, but Mr John Tomlinson, its president, is in no doubt that stress is increasing among education officers in local authorities and in particular among CEOs.

Mr Conrad Rainbow, Lancashire's former CEO who retired sick three years ago with two ulcers and is "still rattling with pills and under threat of operation" is sure of the causes.

"Primarily it is the sheer quantity of work, Lancashire, with half a million children, 900 schools or colleges and a £200m budget, is typical of large authorities like Essex, Yorkshire or Kent. We had a mere 460 people to deal with 1,000 special purpose buildings, 35,000 staff and maintain excellent labour relations.

"Add to that the spate of legislation by successive governments, all constantly changing the rules of the game - free meals - free milk - appeals on admissions, and you have a steadily increasing workload."

As for the financial cuts "for the last 13 years my authority only once continued on the previous year's budget. Every change necessitates literally hundreds of finance committee meetings". By the time the average CEO has fulfilled his public relations role he is working a regular 13-hour day, never less: rushing from committee meetings to Westminster to school speech days, eating snack meals and getting no exercise.

It is, Mr Rainbow says, easy enough to cite the CEOs who die of heart attacks. What is more worrying is the number who soldier on at 70 per cent efficiency because they can't afford to retire.

Are there any solutions? In the best of all possible worlds we might pay educationists the industrial equivalent for the job and provide an appropriate technical and clerical back-up service. As an alternative we could try a rest from change. A chance to take a breath and draw up a broad, long term policy for education. Then at least teachers, heads, advisers, even CEOs would know it tomorrow was on the menu.

reproached for not consulting? What to do with the teacher who insists on discussing students as if they are not there? How to confirm tactfully the student's view that "Mr Moynes has terrible trouble with them himself"? ("Am I right in suspecting that that class can be a bit of a handful even for an established teacher?"). How to follow up a student's claim not to have been given any freedom ("Have you been able to give Miss Thaney any guidance so far?").

Then unless you are thick-skinned or already a familiar visitor to the school you will also be sorely tempted to establish your credentials in the face of traditional (and not always unspoken) assumptions about your incompetence. The shame of hearing yourself slip into conversational remarks like "At the boys sec. mod. in Newcastle..." ("Notice that, first"). "When I taught the remedial class German..."

Meanwhile, precious time shoots past. Have you done justice, been helpful to the student? Have you avoided toes and that phono call to complain "of the way one of your tutors behaved in school this morning"? With a despairing glance at your watch you dash for the car and this week's untouched bag of lunch apples, career unseeing through that envied sunshine to be met by the next head.

"Do come and talk a minute."

"Well I'd love to but I'd really rather like to get to the beginning of the lesson."

"Oh that's all right. I'll take you along once they've got well settled. Mrs Winbone can you rustle up a cup of coffee for us both..."

Susan MacLennan is a lecturer in education at the School of Education, University of East Anglia.

Susan MacLennan











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Scale 1 Posts

LONDON BOROUGH OF Ealing Education Service... Physical Education Officer...

Science

Scale 2 Posts and above

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Other than by Subject Classification

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- Secondary Schools: BLACKPOOL ST. GEORGE'S HIGH, CHERRY TREE ROAD, BLACKPOOL... SCALE 1 - SCIENCE, KIRKHAM CARR HILL COUNTY HIGH...

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Applications are invited from newly qualified graduates and non-graduates for teaching posts within the authority both in primary and secondary schools. Application forms and further details available from: The Director of Education, Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester, OL6 6DL

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LANGLEWOOD COUNTY EDUCATION COMMITTEE...

SURREY

EDUCATION COMMITTEE... GIRL REPT. E.T. Temporary cover for teacher on maternity leave...

ESSEX

THE ROSWELLS SCHOOL... ASSISTANT TEACHER OF SCIENCE...

SOMERSET

THE KING ALFRED SCHOOL... 3-11 mixed comprehensive 1915...

CAMBRIDGESHIRE

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INNER LONDON EDUCATION AUTHORITY... BARNSLEY PARK SCHOOL...

ESSEX

BREXEVILLE COMPREHENSIVE SCHOOL... 12-16 mixed comprehensive...

BUCKINGHAMSHIRE

OXFORDSHIRE COUNTY COUNCIL... MARLBOROUGH SCHOOL...

HAMPSHIRE

ROCHDALE METROPOLITAN BOROUGH... EDUCATION DEPARTMENT...

BRENT

LONDON BOROUGH OF BRENT... DAY SPECIAL...

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE... EDUCATION DEPARTMENT...

ESSEX

ST. JOHN'S SCHOOL... 12-16 mixed comprehensive...

DERBYSHIRE

S.T. MARY'S H.C. HIGH SCHOOL... NEWBOLD ROAD, UPPER NEWBOLD, CHESTERFIELD...

ESSEX

CANTERBURY DIVISION... ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL...

HAMPSHIRE

ROBERT MAY'S SCHOOL... 12-16 mixed comprehensive...

SOMERSET

INNER LONDON EDUCATION AUTHORITY... BARNSLEY PARK SCHOOL...

ESSEX

BREXEVILLE COMPREHENSIVE SCHOOL... 12-16 mixed comprehensive...

BUCKINGHAMSHIRE

OXFORDSHIRE COUNTY COUNCIL... MARLBOROUGH SCHOOL...

HAMPSHIRE

ROCHDALE METROPOLITAN BOROUGH... EDUCATION DEPARTMENT...

BRENT

LONDON BOROUGH OF BRENT... DAY SPECIAL...

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ESSEX

BREXEVILLE COMPREHENSIVE SCHOOL... 12-16 mixed comprehensive...

BUCKINGHAMSHIRE

OXFORDSHIRE COUNTY COUNCIL... MARLBOROUGH SCHOOL...

HAMPSHIRE

ROCHDALE METROPOLITAN BOROUGH... EDUCATION DEPARTMENT...

BRENT

LONDON BOROUGH OF BRENT... DAY SPECIAL...

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE... EDUCATION DEPARTMENT...

THE SCOTTISH SOCIETY FOR AUTISTIC CHILDREN. Invites applications for the post of PRINCIPAL. for its residential school for autistic children - Struan House School, Clermont, Alloa, Clackmannanshire. Deputy Head Teacher (Residential) LINGFIELD HOSPITAL SCHOOL.

Cheshire. Application forms (send s.a.e.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

Head of History Department. Head of History Department Scale 3. King's Grove County High School, Ruxton, Crewe. Regd. from January 1st, 1983.

DEVON. Application forms for the following appointments except for Headteachers and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated.

Other than by Subject Classification. Scale 2 Posts and above. Scale 1 Posts. Sixth Form and Tertiary Colleges. Scale 1 Posts. Deputy Headships. Second Masters/Mistresses. Social Studies. Scale 1 Posts. Speech and Drama. Scale 1 Posts. Technical Studies. Scale 1 Posts.



SPECIAL EDUCATION continued
BEDFORDSHIRE
MADONNA SCHOOL
Watlington, Beds.
Required for September 1982...

BRENT
LONDON BOROUGH OF
BENTLEY
JOHN KELLY BOYS' HIGH
School, Brent, NW9 7SN
Required for September 1982...

BUCKINGHAMSHIRE
MILTON KEVINS AREA
THE MILTON KEVINS AREA
Technical School, Milton Keynes
Required for September 1982...

CAMBRIDGESHIRE
MADONNA SCHOOL
Madonno, Cambridgeshire
Required for September 1982...

DERBYSHIRE
ROYAL SCHOOL FOR THE DEAF
Derby
Required for September 1982...

NOTTINGHAMSHIRE
MILFIELD JUNIOR
School, Nottingham
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

GLoucestershire
THE BADGEWORTH GROUP
BARK ROBEY SCHOOL
BARK ROBEY SCHOOL
Required for September 1982...

SHEFFIELD
EDUCATION DEPARTMENT
FOR THE VIADUALLY
NORTHERN COLLEGE
Sheffield
Required for September 1982...

BUCKINGHAMSHIRE
PART-TIME MATIS, teacher
Buckingham
Required for September 1982...

COTTON COLLEGE
Cotton, Lancashire
Required for September 1982...

BIRMINGHAM
ARCHDIOCESE OF BIRMINGHAM
GOTTON COLLEGE
Gotton, Staffordshire
Required for September 1982...

SOMERSET
MILFIELD JUNIOR
School, Somerset
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

BIRMINGHAM
BARK ROBEY SCHOOL
BARK ROBEY SCHOOL
Required for September 1982...

LONDON NW1.
THE INTERNATIONAL
SCHOOL OF LONDON
London NW1
Required for September 1982...

BUCKINGHAMSHIRE
PART-TIME MATIS, teacher
Buckingham
Required for September 1982...

BIRMINGHAM
ARCHDIOCESE OF BIRMINGHAM
GOTTON COLLEGE
Gotton, Staffordshire
Required for September 1982...

SOMERSET
MILFIELD JUNIOR
School, Somerset
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

Pastoral
Other Assistants
LINCOLNSHIRE
PRIORY COLLEGE
Priory, Lincoln
Required for September 1982...

Headships
WINCHESTER
HEADMastersHIP OF
WINCHESTER SCHOOL
Winchester
Required for September 1982...

Physical Education
DORSET
MILFIELD JUNIOR
School, Dorset
Required for September 1982...

Other Assistants
KENT
DOVER COLLEGE
Dover, Kent
Required for September 1982...

Other Assistants
SUSSEX
SUSSEX COLLEGE
Sussex
Required for September 1982...

Music
BIRMINGHAM
ARCHDIOCESE OF BIRMINGHAM
GOTTON COLLEGE
Gotton, Staffordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

WEST SUSSEX
MADONNA SCHOOL
Madonno, West Sussex
Required for September 1982...

Preparatory Schools
WINCHESTER
HEADMastersHIP OF
WINCHESTER SCHOOL
Winchester
Required for September 1982...

Other Assistants
KENT
DOVER COLLEGE
Dover, Kent
Required for September 1982...

Other Assistants
SUSSEX
SUSSEX COLLEGE
Sussex
Required for September 1982...

Other Assistants
BIRMINGHAM
ARCHDIOCESE OF BIRMINGHAM
GOTTON COLLEGE
Gotton, Staffordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

Co-educational, 290 pupils
Tutor required for
French and Latin
MILFIELD JUNIOR
School, Dorset
Required for September 1982...

Modern Languages
SOMERSET
MILFIELD JUNIOR
School, Somerset
Required for September 1982...

Other than by Subject
LONDON
Co-educational Preparatory
School, London
Required for September 1982...

Other Assistants
KENT
DOVER COLLEGE
Dover, Kent
Required for September 1982...

Other Assistants
SUSSEX
SUSSEX COLLEGE
Sussex
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

Colleges of Further
Education
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

BARNESLEY
METROPOLITAN BOROUGH
BARNESLEY COLLEGE OF
ARTS AND DESIGN
Barnesley
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

BERKSHIRE
COUNTY COUNCIL
READING COLLEGE OF
ARTS AND DESIGN
Reading
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

DUDDY
METROPOLITAN
BOROUGH OF DUDLEY
HALEWOOD COLLEGE
Dudley
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

INNER LONDON
EDUCATION AUTHORITY
PADDINGTON COLLEGE
Paddington, London
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

INNER LONDON
EDUCATION AUTHORITY
KINGSWAY-PRINCETON
College, London
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

Other Appointments
BEDFORDSHIRE
MADONNA SCHOOL
Madonno, Bedfordshire
Required for September 1982...

SOUTH GLAMORGAN COUNTY COUNCIL
BISHOP HANNON ROYAL HIGH SCHOOL CARDIFF
SPECIAL EDUCATION
Scale 1 (Part-time)
Scale 1 + SSA

APPOINTMENTS IN SCOTLAND

PUBLISHER EDINBURGH

Oliver & Boyd, part of the schools division of the Longman Group have a vacancy for an Educational Publisher. Candidates must be either graduates or qualified teachers with a knowledge of classroom practice and educational trends.

Application form and further details from: Mrs J. Shelly, Personnel Manager, Longman Group Ltd, Robert Stevenson House, 1-3 Baxter's Place, Edinburgh, Tel: 031-558 2424.



SCHOOL OF TECHNOLOGY AND DESIGN

We require applications for the following temporary academic posts for the period 06 September, 1982 to 30 July, 1983. Lecturer Grade 1 in Mathematics. Lecturer Grade 1 in Production Engineering. Lecturer Grade 2 in Construction.

BERKSHIRE COUNTY COUNCIL

Department of Science, Mathematics and Computing. Lecturer in Senior Computer Studies. Candidates should hold a degree in Computer Science or equivalent and have suitable teaching experience.

BRADFORD COLLEGE

SCHOOL OF BUSINESS AND SOCIAL STUDIES. Lecturer in Management and Social Studies. Lecturer 2 in Management and Social Studies. Candidates should possess a degree and/or professional qualification in the field of general management, personnel management, social work, etc.

ORNEY ISLANDS COUNCIL

TEACHER OF ENGLISH. Applications are invited for the post of Teacher of English in the Orney Islands. Candidates must be registered with the O.T.C. and have suitable teaching experience.

BRADFORD COLLEGE

SCHOOL OF BUSINESS AND SOCIAL STUDIES. Lecturer in Management and Social Studies. Lecturer 2 in Management and Social Studies. Candidates should possess a degree and/or professional qualification in the field of general management, personnel management, social work, etc.

BRADFORD COLLEGE

SCHOOL OF BUSINESS AND SOCIAL STUDIES. Lecturer in Management and Social Studies. Lecturer 2 in Management and Social Studies. Candidates should possess a degree and/or professional qualification in the field of general management, personnel management, social work, etc.

BRADFORD COLLEGE

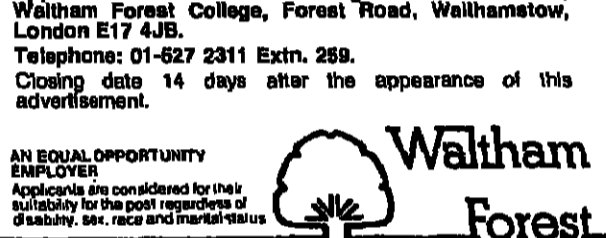
SCHOOL OF BUSINESS AND SOCIAL STUDIES. Lecturer in Management and Social Studies. Lecturer 2 in Management and Social Studies. Candidates should possess a degree and/or professional qualification in the field of general management, personnel management, social work, etc.

BRADFORD COLLEGE

SCHOOL OF BUSINESS AND SOCIAL STUDIES. Lecturer in Management and Social Studies. Lecturer 2 in Management and Social Studies. Candidates should possess a degree and/or professional qualification in the field of general management, personnel management, social work, etc.

Waltham Forest College Lecturers Grade 1

Temporary one year posts in: CARPENTRY AND JOINERY, BUILDING CRAFTS, COMMUNICATIONS, LIFE AND SOCIAL SKILLS, COMPUTER STUDIES (An appointment may be made at LI), BRICKWORK, MOTOR VEHICLE WORK, CLERICAL STUDIES, NUMERACY AND MATHEMATICS. These posts are one year appointments subject to continued funding by the Manpower Services Commission.



GRIMSBY COLLEGE OF TECHNOLOGY

Vocational Preparation Unit Posts. Applications are invited for the following posts in connection with the College's involvement in Y.O.P./N.T.I. provision, duties to commence 1st September, 1982, or as soon thereafter as possible.

- Permanent Posts: (a) Senior Lecturer: to act as second in command of the unit, to assist in its day-to-day administration and to co-ordinate industrial placements. (b) Lecturer Grade 2: to act as Course Tutor for a Vocational Preparation Course. (c) Lecturer Grade 2: to establish a 'sheltered workshop' for 15-20 students with special educational needs on a Vocational Preparation Course.

Permanent and Temporary Posts:

- (d) Lecturers Grade 1: to teach in the following broad areas of work, e.g. Motor Vehicle Distribution, Painting & Decorating, Catering, Electrical, Personal Grooming, Building, Mechanical, Storagekeeping, Welding, Construction, Computing, Clerical, Sheet Metal Work, Literacy, Caring Skills, Life & Social Skills, Numeracy. (e) Lecturer Grade 1: to help with the administration and to teach on M.S.C. Redundant Workers Vocational Assessment Programme. (Temporary for one year.)

COLLEGES OF FURTHER EDUCATION

LINCOLNSHIRE COUNTY COUNCIL... LINCOLNSHIRE COLLEGE OF TECHNOLOGY... LECTURER GRADE II AND COMMUNICATION STUDIES

LINCOLNSHIRE COUNTY COUNCIL

GAINSBOROUGH COLLEGE OF FURTHER EDUCATION... LECTURER I VACANCIES... LECTURER GRADE II

KENT COUNTY COUNCIL

WEST KENT COLLEGE OF FURTHER EDUCATION... LECTURER GRADE II... COMMUNICATION STUDIES

MANCHESTER CITY OF MANCHESTER

LECTURER GRADE II... COMMUNICATION STUDIES... LECTURER GRADE II

SOMERSET THE KING ALFRED

HIGHBRIDGE SCHOOL... LECTURER GRADE II... COMMUNICATION STUDIES

STAFFORDSHIRE EDUCATION COMMITTEE

BURTON-UPON-TRENT TECHNICAL COLLEGE... LECTURER GRADE II... COMMUNICATION STUDIES

UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Physics

FELLOWSHIPS, STUDENTSHIPS AND RESEARCH AWARDS

University of Dundee... Research Fellow in Medical Education... Fellowships and Research Awards

YOUTH AND COMMUNITY SERVICE

LIVERPOOL... BARNET... LONDON BOROUGH OF BARNET... YOUTH AND COMMUNITY WORKER

NORFOLK COUNTY COUNCIL

YOUTH AND COMMUNITY WORKER... Applications are invited from suitably qualified persons for the post of Youth and Community Worker

WEST GLAMORGAN Glamorgan County Council... Sandfields Youth Centre, Seaway Parade, Sandfields, Port Talbot... Youth and Community Liaison Officer

CORDWAINERS TECHNICAL COLLEGE MARE STREET, HACKNEY, LONDON, E8 3RE... LECTURER GRADE II IN FOOTWEAR DESIGN... Required for October 1st 1982 or as soon as possible thereafter

LEICESTERSHIRE SOUTH FIELDS COLLEGE OF FURTHER EDUCATION... Applications are invited for the following temporary posts: Lecturer in Brickwork, Lecturer in Catering Business Studies

NOTTINGHAMSHIRE COUNTY COUNCIL NEWARK TECHNICAL COLLEGE... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

STAFFORDSHIRE EDUCATION COMMITTEE... Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Computing

CHESHIRE EDUCATION COMMITTEE... Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Computing

Education Department AREA YOUTH AND COMMUNITY WORKER Burnham F.E. Lecturer, Scale 1 Salary £5,355-£9,267 plus £549 London Weighting Allowance

SCHOOL OF COMBINED STUDIES DIVISION OF DIAGNOSTIC AND PREPARATORY STUDIES TWO TEMPORARY ONE-YEAR LECTURER I: LANGUAGE PEOPLE AND WORK UNIT... We require persons to teach on the ECD/DES transition from school to work projects

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

SHEFFIELD COUNTY OF SHEFFIELD... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

SUNDERLAND BOROUGH OF SUNDERLAND... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

PAPUA NEW GUINEA... Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Computing

Use Your Teaching Skills in Saudi Arabia... Allied Medical Group are the British consultants to the prestigious Riyadh Al-Kharj health care programme

City of Salford Department of Art & Industrial Design Part-time Lecturers required for academic year 1982/83 in Fashion Illustration, Mens/Ladies Tailoring, General Drawing, General Graphic Design, Photography, Textile Design, Wood/Metal/Ceramics Illustration, Reprographics/Typography, Design Ergonomics

LEICESTERSHIRE SOUTH FIELDS COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

SHROPSHIRE WALKER TECHNICAL COLLEGE... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

WILTSHIRE COLLEGE OF FURTHER EDUCATION... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

STIRLING CENTRAL EDUCATION DEPARTMENT... Applications are invited for the following posts: Lecturer in Painting and Decorating, Lecturer in Technical Studies

Language and Science Instructors A relevant first degree with an appropriate teaching certificate, and a minimum of three years teaching experience is required. Quote Ref: RKH 308/T

Allied Medical Group The best of British Health Care in the Middle East... For full details please write, enclosing a curriculum vitae and quoting the appropriate reference number

MINISTRY OF DEFENCE Service Children's Education Authority SERVICE CHILDREN'S SCHOOL (NORTH WEST EUROPE)

Service Children's Schools (North West Europe) comprise 88 First, Primary, Middle and Secondary schools situated mainly in the Federal Republic of Germany. They conform in type and scope to those in the maintained sector in England and Wales and provide an education for 30,000 children of Service personnel and Ministry of Defence civilians who are temporarily overseas.

GENERAL ADVISER (9-13 years)

(Salary £12,038 to £13,104 - currently under review) Applications are invited for the above post which is vacant from January 1983 and will be located in the Area Education Office, Gutersloh, West Germany. This is one of three Area Education Offices of Service Children's Schools (North West Europe) since reorganisation in 1982. Applicants should have teaching experience at a senior level and some evidence of further professional study and advisory experience would be an advantage. The successful applicant will have pastoral responsibility for a group of schools but will have special expertise in the education of children aged 9-13 and in one or more curriculum areas which candidates should specify in their applications. Duties will include the promotion of in-service education and curriculum development. As the post requires extensive travelling between schools, the possession of a current driving licence is essential.

Salary: In addition to the above salary rates, London Area Allowance of £720 per annum is paid. FOREIGN SERVICE ALLOWANCE: A tax-free allowance is payable. SUPERANNUATION: The appointment is superannuable under the Principal Civil Service Pension Scheme, which is non-contributory. ACCOMMODATION is provided rent-free. DURATION OF ENGAGEMENT: Initially for a period of three years, renewable by mutual agreement.

Requests for an application form and further details about the post should be made to the undersigned at the following address: SACEA, Room 243, Lagoon House, Theobalds Road, London WC1X 8RY or by telephone on 01-430 6357. The closing date for completed application forms is 18 August 1982.



OVERSEAS

EGYPT

FAYIMA SCHOOLS Cairo, Egypt. 23 primary schools (4-19 years) requires qualified teachers of English as a foreign language. Start October. Also music teachers. Retired teachers considered.

ITALY BARI

Authorised School of English as a Foreign Language also using English in Music and Drama. Requires EFL teachers.

Salary: 4,300,000 Italian Lira net for 8 months period (October to May). 90,000 lire (approx. £100) bonus. Passage paid from Bari.

Interviews will be held in London from August 10th to 23rd.

Write enclosing CV, recent photograph, and 2 telegrams to the Director, Lord Byron College, c/o Students House, 839 Strand, London WC2R 1LN (06464).

GREECE

Wanted qualified English Teacher for 2nd year, 3rd year, 4th year, 5th year, 6th year, 7th year, 8th year, 9th year, 10th year, 11th year, 12th year. Salary 2,800,000 per annum.

JAMAICA MONTEGO BAY. Community College Level Mathematics, Physics, Chemistry, Biology, English, History, Music, Art, P.E., Home Science, etc.

Salary: £12,000 per annum. Superannuation 10%. Accommodation provided. Travel allowances included.

Apply to: The Director of Education, Ministry of Education, P.O. Box 1000, Montego Bay, Jamaica, TR 1000.

Kenya MARIKI SCHOOL. Teacher of French for 1st and 2nd year. Salary 10,000 Ksh per annum.

Apply to: The Director of Education, Ministry of Education, P.O. Box 1000, Nairobi, Kenya, 01000.

ABUON AGENCY. EFL teacher/Director of Studies for 2nd year. Salary 2,800,000 per annum.

Apply to: Abuon Agency, P.O. Box 1000, Abuon, Greece, 10000.

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY PRIMARY ADVISORY TEACHERS SCALE 3 POSTS IN GERMANY FOR JANUARY 1983

COMPUTER EDUCATION/MATHEMATICS (2 POSTS)

Applications are invited from suitably qualified teachers who have considerable experience in the field of computer education/mathematics teaching. The successful candidates will play a leading part in the development of the use of micro computers in Primary schools, including computer assisted learning, computer application and computer studies. A contribution will also be expected in the field of mathematics teaching and secondary children will be an additional advantage.

REMEDIAL EDUCATION/SPECIAL EDUCATIONAL NEEDS (2 POSTS)

Applications are invited from suitably qualified teachers who have considerable experience in this field and hold a special qualification in the education of children with learning difficulties. The advisory teachers will provide primary schools with appropriate advice on organisation, practice and procedure methods, materials and teaching aids. This will entail teaching alongside colleagues to help them gain insight into appropriate techniques.

CONDITIONS OF SERVICE

Salary in accordance with the current Burnham scales plus a London Allowance of £789 pa. Superannuation - normal rights are safeguarded. Foreign Service Allowance - a tax free allowance is payable. Accommodation - is provided rent free.

Duration of Engagement - Initial engagement is for three years. All applicants should normally be resident in the United Kingdom. Teachers do not serve in the Service Children's Schools abroad after the age of 60, and therefore, applicants should be under 47 years at the commencement of the engagement. The closing date for receipt of applications is 18 August, 1982. Requests for application forms should be made on a postcard or by telephone to: Service Children's Education Authority MOD/S/29 Teachers' Appointments Section, IAE, Court Road, Ettham, London SE9 6NR. Telephone: 01-899 2112 Ext. 221 or 238.



Educational Posts Overseas.

BAHRAIN

Inspector of English (Girls Schools), Ministry of Education. Reference: 82A 103. Duties: The Inspector will be responsible for about 80 Teachers of English whom she will visit and assist in primary, intermediate and secondary schools. She will conduct in-service teacher training courses and act and supervise examinations for third year intermediate for promotion and for secondary leaving certificates. She will advise on selection of coursebooks and choice of supplementary material and will prepare written reports on teachers.

Qualifications: Female only, must have TEFL Postgraduate qualification plus minimum of 5 years TEFL experience, and should be familiar with communicative methods. Experience of teacher training and/or materials writing would be helpful. Salary: £3,900-£13,995 pa. Tax free. Benefits: Overseas allowances; free furnished accommodation; electricity; annual passage paid/leave; baggage allowance; employer's share of superannuation; 2 years contract, renewable.

Starting date: September 1982 or as soon as possible thereafter. Closing date for applications: 4 August 1982.

Ministry of Education, Bahrain.

Two Senior English Teachers

Post 1: Manama Girl's Secondary School. Reference: 82A 104-105.

Duties: To teach about 12 periods per week up to the equivalent of RSA level 1, and to supervise the teaching of English through the Schools. For the peripatetic duties in 3 schools. To work with the Ministry of Education Inspectorate on the preparation of internal examination reports, together with other administrative duties.

Qualifications: Candidates, female only, should be between 27 and 40 UK citizens with a British educational background. They must have a degree (preferably in English) a teachers certificate, and at least five years teaching experience, some of which should be in TEFL. Salary: £7,842-£10,833 pa. Tax free. Benefits: Overseas allowances; free furnished accommodation; electricity; annual passage paid/leave; baggage allowance; employer's share of superannuation; 2 years contract, renewable.

Starting date: September 1982 or as soon as possible thereafter. Closing date for applications: 4 August 1982.

KUWAIT 5 English Language Instructors. Kuwait University Language Centre (KULC).

Duties: Lecturer: to teach English Language and Linguistics up to BA level for up to 12 hours per week using syllabus already prepared; to review the syllabus in consultation with the departmental staff; and to revise the syllabus and prepare materials as necessary. Assistant Lecturer: to undertake full-time teaching duties in the field of English language and linguistics and assist the lecturer as required.

Qualifications: Candidates, preferably aged 30-50, must be UK citizens with a British educational background. They must have a Degree plus an MA in Applied Linguistics or a University Diploma in Applied Linguistics.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0PT.

Reference: 82 A 97-101

The Language Centre opened in 1973 and provides special language programmes in English, Arabic, French and Russian. Situated on the University campus it has good classrooms and a library/resource centre. English Language Instructors are mainly concerned with courses for the Faculties of Science and Engineering, Medicine and Commerce.

Duties: To teach English Language in one of the faculties of the University for 15 hours a week. To assist in the development of materials; testing and curriculum planning are important components of the work. Qualifications: Candidates, male or female must be under 50 years of age and be native speakers of English with MA in TEFL/EL or Applied Linguistics and 3 years relevant experience. Salary: Salary scale KD 4,100-KD 4,885 per annum inclusive of professional allowance (K£ 251-£3,968 @ £1 equals KD 0.4881) Tax-free.

Benefits: Free furnished accommodation; annual passage paid/leave for postholder and family of up to 3 children under 20. One year contract, renewable, guaranteed by the British Council.

Starting date: September 1982 or as soon as possible thereafter. Closing date for applications: 31 July 1982. Applicants should fill possible telephone 01-230 6072, Ext. 62 for particulars of post, and to confirm application.

EFL/ESP TEACHER

to join small Government language school in the Middle East. Challenging job. Keen and enthusiastic staff. Five years practical teaching experience and a background in preparing and designing course material for E.S.P. Degree and T.E.F.L. qualifications essential. Contract to begin January 1983, or possibly earlier. Excellent salary and benefits.

C.V. and photo to: Diversified Corporate Services Ltd., 1 Prince of Wales Passage, 117 Hampstead Road, London NW1 3EE

INDONESIA TEACHING ENGLISH AS A FOREIGN LANGUAGE

A long established ELT organization seeks the following personnel for immediate appointment.

POST A: TEACHER OF ENGLISH AS A FOREIGN LANGUAGE (General English). Teaching English to mainly Chinese adults aged 16-20. Duties: TEFL certificate, degree and overseas experience. Materials preparation and/or TOEFL experience. Salary: Rp. 875,000 per month. (€ 1 = Rp. 1100). Taxation: 5% of gross. POST B: ESP SPECIALIST. Prepare study materials and teach EAP/ESP courses. Duties: Full TEFL certificate; degree. Experience in ESP/TEFL post, proven experience in materials production including writing materials, video, cassette, audio tapes and self study materials. Salary: Rp. 850,000 - Rp. 1,000,000 depending on qualifications and experience. The contract period for both posts is 2 years, with at least three salary reviews during the contract. Housing is available at relatively low cost. Further info, etc., apply to: Candidates should send C.V. recent photo, study table making specific contact, and other questions; names, addresses and phone numbers of referees; candidates' own phone, and passport number. Data to: The Director, Education, English Programs, PO Box 417, Jakarta Pusat, Indonesia.

THE TIMES EDUCATIONAL SUPPLEMENT 23.7.82

OVERSEAS

KUWAIT

THE SUNSHINE SCHOOL. School teaching Primary, Middle and Secondary. Experience for infant, primary, secondary and tertiary. Salary: £12,000 per annum. Superannuation 10%. Accommodation provided. Travel allowances included.

DERBYSHIRE COUNTY COUNCIL GENERAL ADVISER FOR SECONDARY EDUCATION. Salary: £11,220-£12,408. Applications are invited from suitably qualified persons with teaching experience to work in the Forward Planning Division. Experience of the administration of the Education Service in a Local Authority is desirable though not essential.

TRACE ENGLISH ABOARD. Several dozen jobs are available in the UK for teachers in the primary, secondary and tertiary sectors. The successful candidates will be expected to teach in the field of mathematics and secondary children will be an additional advantage.

SAUDI ARABIA EFL TEACHERS. We require six experienced EFL teachers to teach in primary, secondary and tertiary schools. Salary: £11,220-£12,408. Applications are invited from suitably qualified persons with teaching experience to work in the Forward Planning Division. Experience of the administration of the Education Service in a Local Authority is desirable though not essential.

HAMPSHIRE CAREERS SERVICE. Salary: £13,607-£14,607. Applications are invited from suitably qualified persons for the third tier post.

SAUDI ARABIA TEACHERS. We require six experienced EFL teachers to teach in primary, secondary and tertiary schools. Salary: £11,220-£12,408. Applications are invited from suitably qualified persons with teaching experience to work in the Forward Planning Division. Experience of the administration of the Education Service in a Local Authority is desirable though not essential.

N. IRELAND PIANO TEACHER. Salary: £7,842-£10,833 pa. Tax free. Benefits: Overseas allowances; free furnished accommodation; electricity; annual passage paid/leave; baggage allowance; employer's share of superannuation; 2 years contract, renewable.

GLOUCESTERSHIRE EDUCATION COMMITTEE COUNTY CAREERS SERVICE. Salary: £10,806-£12,048. Applications are invited from suitably qualified persons for the third tier post.

Lancashire County Council CAREERS SERVICE

UNEMPLOYMENT SPECIALIST CAREERS OFFICERS DISTRICTS OF BLACKBURN AND WEST LANCASHIRE. Salary: £7,371 to £7,875. Both districts have teams of four Unemployment Specialists and a variety of V.O.P. provision, with specialist and effective Careers Service involvement. The successful candidate will be expected to have a considerable influence on the shape of the service and to be involved in planning for the future in two major areas of the service. Duties include the usual contacts with the unemployed, counselling, training, meeting with employers, etc. Applications are invited from qualified and experienced Careers Officers. Applications forms and further particulars obtainable from the Chief Education Officer, P.O. Box 81, County Hall, Preston (telephone Preston 25500) to be completed by 13th August, 1982, quoting reference number 101/82.



WIRRAL ASSISTANT EDUCATION OFFICER £11,220-£12,408

Applications from suitably qualified persons with teaching experience to work in the Forward Planning Division. Experience of the administration of the Education Service in a Local Authority is desirable though not essential. Application forms and further details from Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside (051-647 7000 ext. 355) returnable by 6 August.



WEST GLAMORGAN County Council Appointment of ASSISTANT DIRECTOR OF EDUCATION (School)

Salary £13,607-£14,607. Applications are invited from suitably qualified persons for the third tier post. The person appointed will be responsible for a wide range of duties relating to the application and development of educational policies in primary, secondary and special schools. Application forms to be returned by 30th July 1982 and further particulars available from The County Clerks, Central Personnel Unit, West Glamorgan County Council, County Hall, Swansea. Tel: Swansea 471111 extension 3034.



London Borough of ENFIELD EDUCATION DEPARTMENT Assistant Education Officer £10,806-£12,048

This post carries senior responsibility and involvement in all aspects of education for pupils of secondary age. Applicants must be graduates with good teaching experience and have had administrative experience in a Local Authority Education Department. A casual user car allowance and car loan facilities are available. Temporary housing (up to 51 weeks), 100 per cent removal expenses (£500 max), apprentice relocation costs and lodging allowance - where apprentice needs to move - from the Director of Education, PO Box 58, Civic Centre, Silver Street, Enfield, EN1 3XL. Tel: 01-368 9368. Closing date 2nd August 1982. Please quote reference QDB244.

Temporary District Careers Officer £6,501-£7,875 p.a.

This is a temporary post for 12 months to cover a period of absence of an existing District Careers Officer. Based in Penzance to cover the Penwith District, the officer will share joint responsibility for the district with another officer of equal status. Applicants should be qualified and/or experienced in the Careers Service. Application forms and further details of the post are obtainable from The Secretary for Education, Room 159, Education Department, County Hall, Truro, Cornwall TR1 3BA, on receipt of a stamped addressed envelope. The closing date for receipt of applications is 6th August, 1982.



CYNGOR SIR GWYNEDD COUNTY COUNCIL

EDUCATION DEPARTMENT CAREERS OFFICER OLDER LEAVERS £8,501-£9,875

Applicants must be experienced careers officers who hold either the Diploma in Careers Guidance or its equivalent or a degree or degree-equivalent qualification. The post will initially be based at Bangor and the person appointed will be responsible for work with older and older pupils in 5th & 6th forms in schools in the Bangor and Holyhead areas. In addition, he/she will be required to develop an Information Service for all Area Offices and to maintain close contact with establishments of further and higher education within and outside the County. Knowledge of Welsh highly desirable. Possession of a current driving licence essential. Car allowance and assisted purchase facilities available. Financial assistance towards removal and re-employment expenses in appropriate cases. Application forms are obtainable from the County Personnel Officer, County Offices, Caernarfon. Closing date: 6th August, 1982.

Education Department APPOINTMENT OF CAREERS OFFICERS (4 posts)

Grade AP3/4 £5,852-£7,137 per annum. Vacancies have arisen at the Ipswich and Bury St. Edmunds Careers Offices for Careers Officers to undertake the full range of duties. Applicants are invited from trained and qualified Careers Officers and from students who have recently completed professional training leading to the Diploma in Careers Guidance. Suffolk is developing positive policies towards helping the young unemployed and all staff are required to take up a definite role within the operational plan. The Authority undertakes to assist the career development of staff by providing an ongoing programme of in-service training. Application forms and further particulars from the County Education Officer, County Hall, Grimwade Street, Ipswich IP4 1LJ. (Please enclose a stamped addressed envelope.) Closing date: 8 August, 1982.

County of Avon EDUCATION DEPARTMENT AREA EDUCATION WELFARE OFFICERS (2)

Ref. No. EDU1269/CO. Salary Scale: 801 £8,190-£8,733. Required to each lead a team carrying out education welfare functions. Applicants should preferably hold the Certificate of Qualification in Social Work or equivalent and at least three years experience of an education welfare service. Further details and application forms, returnable by 8th August, from Director of Personnel Services, Tel: Bristol 298585 (Answer on this number after office hours). PO Box 11, Avon House, The Haymarket, Bristol BS99 7DE. Please quote Ref. No.

Kirklees Metropolitan Council

Directorate of Educational Services PRINCIPAL EDUCATION OFFICER (16+) Salary Scale PO2 (6-10) (£12,690-£13,884 p.a.) This key third tier post is now vacant. An officer is sought with relevant experience of teaching and educational administration to be responsible for the determination and execution of policy in respect of the educational needs of the 16+ age group. The duties of the post will relate to the Schools, Further and Higher Education sectors of the service and to Adult and Community Education, the Youth Service and the Careers Service. The post offers an excellent opportunity for the application of creative and innovative thought to the challenges presented by 16+ education in the large Metropolitan Authority. Further particulars and an application form may be obtained from the Director of Educational Services, 2 Oldgate, Huddersfield, HD1 5QW. (Telephone Huddersfield (0484) 37555, Ext. 201). Please mark all correspondence and applications 'Personnel' - Post 2208. Closing date 8th August, 1982. The Council operates a Trinity League Membership Agreement. Equal Opportunity Employer.

